

Reporting 2003 STAR Results to Parents/Guardians



STAR

Standardized Testing
And Reporting

Assistance Packet for Districts/Schools

August 2003

California Department of Education



Reporting 2003 STAR Results to Parents/Guardians

Table of Contents

Section I

Standardized Testing and Reporting (STAR) Program

Suggested Activities for Reporting 2003 STAR Results to Parents/Guardians	4
2003 Standardized Testing and Reporting Program Questions and Answers for Parents/Guardians	8
STAR Tests Students Took in 2003	13

Section II

California Standards Tests

Parent/Guardian Guide to the 2003 California Standards Tests	15
--	----

Section III

Grades 2–5

Sample School/Home Newsletter Insert	23
Sample Principal's Letter before Reports Are Distributed	25
Sample Principal's Letter and Explanation for STAR Performance Report (California Standards Tests and CAT/6)	27
Sample Page 1 of STAR Performance Report — Grade 4	30
Sample Page 2 of STAR Performance Report — Grade 4	31
Sample Page 3 of STAR Performance Report — Grade 4	32
Sample Page 4 of STAR Performance Report — Grade 4	33

Grades 6–8

Sample School/Home Newsletter Insert	34
Sample Principal's Letter before Reports Are Distributed	36
Sample Principal's Letter and Explanation for STAR Performance Report (California Standards Tests and CAT/6)	39
Sample Page 1 of STAR Performance Report — Grade 7	42
Sample Page 2 of STAR Performance Report — Grade 7	43
Sample Page 3 of STAR Performance Report — Grade 7	44
Sample Page 4 of STAR Performance Report — Grade 7	45



Reporting 2003 STAR Results to Parents/Guardians

Table of Contents

Grades 9–11

Sample School/Home Newsletter Insert	46
Sample Principal's Letter before Reports Are Distributed	48
Sample Principal's Letter and Explanation for STAR Performance Report (California Standards Tests and CAT/6)	51
Sample Page 1 of STAR Performance Report — Grade 10	54
Sample Page 2 of STAR Performance Report — Grade 10	55
Sample Page 3 of STAR Performance Report — Grade 10	56
Sample Page 4 of STAR Performance Report — Grade 10	57

Section IV

Sample Principal's Letter and Explanation for CAPA Results to Parents/Guardians	59
Sample Pages of Reporting 2003 CAPA Results to Parents/Guardians	60

Section V

Sample Principal's Letter and Explanation for Home Report (SABE/2)	63
Sample Home Report	65



Section I

Standardized Testing and Reporting (STAR) Program

**Suggested Activities for Reporting
2003 STAR Results to Parents/Guardians**

**2003 Standardized Testing and Reporting Program
Questions and Answers for Parents/Guardians
STAR Tests Students Took in 2003**



Suggested Activities for Reporting 2003 STAR Results to Parents/Guardians

For the sixth year, California public school students in grades 2 through 11 took part in the state's Standardized Testing and Reporting (STAR) Program. The spring 2003 administration included the California Standards Tests (CSTs) and the California Achievement Tests, Sixth Edition Survey (CAT/6). The CSTs addressed state-adopted academic content standards for the subject area and grade level assessed. The California Alternate Assessment (CAPA) was added to the program in 2003. In addition to the designated STAR tests in English, districts were required to administer the Spanish Assessment of Basic Education, Second Edition (SABE/2), to Spanish-speaking English learners who had been enrolled in California public schools less than 12 months at the time of testing. School districts are to distribute individual student results for all parts of the STAR Program to parents/guardians within 20 working days after they are received in the district.

Parents/Guardians as Part of the School Team

Educating children is a team effort. Parents/guardians, students, schools, and communities benefit when there is shared responsibility for learning. To fully participate as part of the school team, parents/guardians must have a good understanding of the role testing plays in making sure that all students achieve state-adopted academic content standards for English-language arts, mathematics, history-social science, and science. Student testing includes assessments that are initiated by teachers in the classroom and by schools, districts, and the state.

The *Reporting 2003 STAR Results to Parents/Guardians Assistance Packet for Districts/Schools* is designed to help schools and districts answer questions parents/guardians may have about the state's 2003 STAR Program that includes the CSTs, the CAPA, the CAT/6, and the SABE/2. In addition to results of the 2003 administration of the CSTs and the CAT/6, the STAR Performance Report includes a California Reading List Number. Many parents/guardians still have questions about what this number means for their student and how to use it to improve reading achievement. (See Questions and Answers for Parents/Guardians on page 10.)

This packet provides a description of the testing program, graphic displays and definitions for the STAR Performance Reports, sample letters to parents/guardians, and sample STAR parent/guardian brochures. The Assistance Packet was developed with input from teachers, parents/guardians, administrators, and school board members.

It is hoped that this material will assist in local, regional, and state efforts to help parents/guardians become better informed and more involved in their students' education. These materials should be shared with district representatives who work with parent, community, and student leadership groups.



Parent/Guardian Information Meetings

Schools and/or districts need to provide a variety of opportunities for sharing information with parents/guardians. Suggested activities:

- Schedule a presentation about the 2003 STAR results at back-to-school nights or other planned information sessions early in the school year. Review the sample STAR Performance Reports and explain the types of student scores and other information parents/guardians receive.
- Include information about STAR in back-to-school packets sent to parents/guardians prior to the opening of school (see the Questions and Answers for Parents/Guardians on pages 8–12).
- Work with parent/guardian leaders to offer neighborhood coffees to provide information and answer parent/guardian questions and concerns.
- Have teachers include STAR test results as a regular part of parent/guardian-teacher conferences.
- Inform parents/guardians when and how they can access the California Reading List at <http://star.cde.ca.gov> on the Internet.
- Refer parents to the blueprints for the California Standards Tests (CSTs) at <http://www.cde.ca.gov/statetests/star/resources/blueprints.html> on the Internet. The blueprints provide a listing of the academic content standards addressed on the CSTs.

Immediate Assistance for Parents/Guardians

The schedule for reporting results suggests the need for setting up ways that parents/guardians can receive immediate assistance, including:

- Schedule staff members to be on hand at the school sites or at a central location for two to three days after reports are distributed to answer parent/guardian questions and concerns. Notify parents/guardians of the time and location for this assistance in the school/home newsletter and in the cover letter for the STAR Performance Report.
- Set up a STAR Information Hotline that parents/guardians can call to ask questions about their student's results. Advertise the hotline through the school/home newsletter, the cover letter with the STAR Performance Report, the local newspaper, and other available means.
- Coordinate information about the California Reading List Number on the STAR Performance Report with local libraries.



- Provide translations of student results in the home languages of parents/guardians when possible. When translations are not possible, notify parents/guardians when, where, and how language assistance is available. Each year, Spanish translations of the sample materials in this assistance packet are posted under Recursos en Español on the Internet at <http://www.cde.ca.gov/statetests/star> as soon as they are completed.

Student Communications

A primary purpose of individual student results is to provide information to parents/guardians about their student's academic progress toward achieving state academic content standards in the subject areas tested. Students also want feedback about their results as soon as possible. Suggested activities:

- Encourage parents/guardians to discuss the results with their children.
- Schedule student information sessions after school opens in the fall to share school results.
- Make sure student leaders are informed about how and when test results are to be reported and what they mean.
- Prepare "answers-to-student questions" information for student newspapers.
- Provide translations about the results for students who may need assistance in English.

Employee Information about STAR

District and school employees are key to the success of any communications effort. Parents/guardians and community members turn to school employees for answers to their questions or concerns about education. Activities to prepare employees for their role as key communicators may include:

- Schedule information sessions to prepare all employees (classified and certificated) for answering general questions about STAR and for explaining when, where, and how parents/guardians can receive information and assistance.
- Provide employees with the written information that parents/guardians receive (e.g., parent/guardian brochures, questions and answers about the test results, the sample STAR Performance Reports, and explanations about the results and the California Reading List Number).
- Explain to employees when and what results will be placed on the Internet at <http://star.cde.ca.gov> on August 15, 2003 to prepare them for questions they may receive from parents/guardians and other community members.



Part of a Process

It is important that results of the STAR Program are seen as part of a comprehensive and ongoing process for measuring how well students are moving toward achievement of state content standards for key academic areas. Districts and schools need to:

- Share with staff, parents/guardians, students, and school board members the ongoing process for evaluating student achievement.
- Show how the STAR results fit into the total evaluation process and alignment of achievement goals to state academic content standards.
- Include parent/guardian and student leaders as part of the team with school and district staff members to analyze STAR results with other student achievement data to modify instruction to improve student learning.

For More Information

For more information about the STAR Program, contact the Standards and Assessment Division of the California Department of Education at (916) 445-8765 (phone), at (916) 319-0969 (fax), at <STAR@cde.ca.gov> (e-mail), or at <<http://www.cde.ca.gov/statetests/star/>> (Internet).



2003 Standardized Testing and Reporting Program

Reporting 2003 STAR Results to Parents/Guardians

Questions and Answers for Parents/Guardians

What is the STAR Program?

One part of the state testing system is the Standardized Testing and Reporting (STAR) Program. This program, administered annually, was authorized in 1997 by state law (Senate Bill 376). The purpose of the STAR Program is to help measure how well students are learning required academic skills.

Who must take the STAR tests?

All students in grades 2 through 11 must take the designated STAR tests. Students learning English and students in special education programs are included. Only students with written parent/guardian requests to exempt them do not take the STAR tests.

What tests did the students take in spring 2003?

The STAR Program has four components:

- California Standards Tests (CSTs) produced for California public schools
- California Achievement Tests, Sixth Edition Survey (CAT/6), published by CTB/McGraw-Hill
- California Alternate Performance Assessment (CAPA), an assessment produced for students with significant cognitive disabilities, who are not able to take the CSTs or the CAT/6
- Spanish Assessment of Basic Education, Second Edition (SABE/2), an achievement test in Spanish published by CTB/McGraw-Hill

What are the CSTs?

The CSTs are developed specifically for California public schools. These tests are aligned to state-adopted academic content standards in reading, writing, mathematics, history-social science, and science.

Who took the CSTs?

Students in grades 2 through 11 took the California Standards English-Language Arts Tests (reading and writing). Students in grades 2 through 7 took the California Mathematics Standards Tests. Students who took the grade 4 or 7 tests also wrote an essay in response to a writing task. All students in grades 8, 10, and 11 also took California History-Social Science Standards Tests. These standards tests are tied to what students should know and be able to do at each grade level tested.

All students in grades 8 through 11 took CSTs in mathematics that are not tied to specific grade levels. The tests were

tied to the mathematics course in which a student was enrolled or that a student had completed. Students in grades 9 through 11 took the High School Summative Mathematics Standards Test if they had completed algebra II or third-year integrated mathematics or an equivalent or higher mathematics course before testing began. Students who were taking a standards-based science course in grades 9, 10, and 11 took California Science Standards Tests tied to specific courses rather than grade levels. Students in grade 5 took a short science field test to try out questions to be used on a test to be given in 2004.

What are the mathematics courses for which there are CSTs?

Mathematics courses for which there are CSTs include algebra I, geometry, algebra II, and 1st, 2nd, and 3rd year integrated mathematics.

What if students in grades 8 and 9 were not enrolled in one of the specified mathematics courses?

Students in grades 8 and 9, who were not enrolled in or had not completed one of the specified courses during the school year, took the General Mathematics Test that assesses the mathematics standards for grades 6 and 7.

What if students in grades 10 and 11 were not enrolled in one of the specified mathematics courses?

Students, who had previously completed algebra II or third-year integrated mathematics or an equivalent or higher mathematics course, took the High School Summative Mathematics Test. Students who had not completed algebra II, third-year integrated mathematics, or an equivalent course did not take a CST test in mathematics.

What are the science courses for which there are California Standards Tests?

Science courses for which there are standards tests include: earth science, biology, chemistry, physics, and integrated/coordinated science (four tests available).

What if a student in grade 9, 10, or 11 was not enrolled in or did not complete one of the specified science courses during the school year?

Students at these grades, who were not enrolled in or had not completed one of the specified science courses during the school year, did not take a science standards test. These students took the science portion of the CAT/6 and received results for that part of the STAR Program.



2003 Standardized Testing and Reporting Program

Reporting 2003 STAR Results to Parents/Guardians

Questions and Answers for Parents/Guardians

Who took the CAT/6?

Students in grades 2 through 11 took the CAT/6 in reading, language, and mathematics. In addition, students in grades 2 through 8 were tested in spelling. Students in grades 9 through 11 also were tested in science.

What is the CAPA?

The CAPA is a performance assessment for students with significant cognitive disabilities. These are students who receive special education services. CAPA was administered for the first time in 2003. It was added to ensure that all California students could participate in the STAR Program.

Who determined if a student would take the CAPA?

The team that developed the Individualized Education Program (IEP) for each student receiving special education services determined how the student was to participate in the STAR Program. The IEP team could specify that the student was to take the CSTs and CAT/6 with no accommodations, take the tests with accommodations or modifications, or take the CAPA.

Who took the SABE/2?

In addition to taking the designated STAR tests in English, Spanish-speaking English learners who had been enrolled in California public schools less than 12 months took the SABE/2. This part of the STAR Program was optional if the students had been enrolled in California public schools 12 months or more.

What does the SABE/2 test cover?

Students who took the SABE/2 were tested in reading, language, mathematics, and spelling in grades 2 through 11. Students in grades 2 and 3 also were tested in word analysis.

Who gave the STAR tests, and how long did it take?

Teachers who received special training gave the STAR tests at the local school. It took seven to eight hours to complete the CSTs and the CAT/6, depending on the grade level. The SABE/2 added about four hours for limited English learners. STAR testing is spread over several days. CAPA examiners were certificated or licensed school staff members, who were the students' teachers in most cases.

How were the questions on the tests asked?

All of the test questions on the CSTs, CAT/6, and SABE/2 were in a multiple-choice format, except for the writing tasks for grades 4 and 7. The multiple-choice questions required students to select the correct answer from four or five possible answers.

The CAPA was administered individually. The examiner cued the student to respond to an item or perform a task, then observed the performance and recorded the response according to a specific scoring rubric.

Questions on the CAT/6 and SABE/2 tests had been tried out with thousands of students throughout the United States to see if they were appropriate for the grade level and content being tested. Multiple-choice questions and the new writing tasks for the CSTs and the CAPA tasks had been tried out with students throughout California.

What was done to help students with special needs?

Most students with special needs took the tests with all other students under standard conditions. Certain accommodations, such as additional time, Braille, or large-print tests, were provided for those special education students who needed this assistance. Accommodations also included revised test directions or the use of paraprofessionals (aides) and/or aids to provide additional help. Accommodations/modifications had to be specified in a student's Individualized Education Program (IEP) or 504 plan. Those accommodations/modifications were to match the ones students receive for class work throughout the year.

Students who were unable to take the CSTs and the CAT/6 with accommodations or modifications took the CAPA.

Students in grades 5 through 11 who were not receiving grade-level instruction may have been tested one or two years below their grade levels, if this was specified in their IEPs or 504 plans.

What was done to help English learners on the CSTs and CAT/6?

English learners, who had been enrolled in California public schools less than 12 months, could use special accommodations for the CSTs and the CAT/6 if the local board had adopted a policy used by all schools in the district to identify students eligible for accommodations. These accommodations could include using a bilingual dictionary and having teachers translate the test directions.



2003 Standardized Testing and Reporting Program

Reporting 2003 STAR Results to Parents/Guardians

Questions and Answers for Parents/Guardians

What if a student was absent on testing days or missed one part of the required tests?

Schools were to provide at least two test makeup dates.

Can parents/guardians see the STAR tests?

No. The test questions can be seen only by students when they take the tests. This security measure ensures that the tests are fair for all students and that test questions can be used for more than one year. The law requiring STAR testing does allow local school boards to see the tests under secure conditions.

What if parents/guardians did not want their student tested?

According to Education Code Section 60615, parents/guardians could submit a written request to the principal of their student's school if they did not wish to have their student take any or all parts of the STAR tests. Written requests from parents/guardians were to be honored.

Reporting Student Results

Who sees the test results for individual students?

Students, their teachers, and parents/guardians see the individual student results. Individual student results are confidential. Copies are kept in the student's permanent school records with other confidential data.

How and when do parents/guardians get their student's test results?

Each student's test results must be distributed to parents/guardians within 20 working days after the school district receives the results. In most cases these reports are mailed. Results for the CSTs and CAT/6 are on one report. Results for the CAPA and the SABE/2 are reported separately. In addition to the individual reports, group results by grade level for each school, district, county, and the state will be posted on the Internet on August 15, 2003.

How are individual test results for STAR 2003 reported for students?

The overall results for the 2003 CSTs and the CAPA include the scaled score and the performance level achieved for each subject area tested. There are five performance levels students can achieve: advanced, proficient, basic, below basic, and far below basic. The levels indicate how well students met state academic content standards for each subject area tested. The

goal is to have all students performing at proficient and advanced levels.

The writing samples in grades 4 and 7 received separate scores that were combined with scores for the multiple-choice questions for writing to determine the performance levels for English-language arts. In addition, the score for each student's writing sample is reported separately under Specific Results for Writing Applications.

The CAT/6 results are reported as percent correct and national percentiles. A national percentile compares the student's results with scores of a national sample of students in the same grade who were tested at the same time of the school year. SABE/2 results are reported as reference group percentiles.

What is a scaled score?

The results of the CSTs and the CAPA are reported in terms of a numerical scale. This scaled score shows whether one score is above or below another and how close the scores are to each other. The scaled score a student attains on each test determines the performance level that will be assigned for the test. Scaled scores for the CSTs have a range of 150 to 600. The state target is to have every student score 350 or higher. Scaled scores for the CAPA have a range of 15 to 60, with a target of 35 or higher.

What is the California Reading List Number?

The California Reading Lists include books from the state's *Recommended Literature List, Kindergarten Through Grade 12*. A California Reading List Number, ranging from 1 to 13+, links the difficulty of the CAT/6 Reading Test with the difficulty level of the books. Each student's California Reading List Number is printed near the lower left-hand corner on page 2 of the STAR Performance Report.

How is the California Reading List Number used?

Students, parents/guardians, and teachers may use the reading list numbers to obtain lists of books that students should be able to read and enjoy. The reading lists are available by going to <http://star.cde.ca.gov> on the Internet and clicking on California Reading List. A page of information about the reading lists is then displayed. After reading the information, there are directions to move to the reading list page, where the student's grade level and reading list number must be entered to display and print the reading list.

continued



2003 Standardized Testing and Reporting Program

Reporting 2003 STAR Results to Parents/Guardians

Questions and Answers for Parents/Guardians

Students or parents/guardians should look at the California Reading List as a place to begin a book search. Some students may need books from a lower reading list and some from a higher list. A student's motivation to read a book is a critical element in selecting books.

Can the test results be compared from year to year?

General comparisons may be made from one grade to the next for the CSTs. For example, if a student scored at proficient in one grade, you generally would expect the student to score at the same or a higher level in the following grade. However, the tests are designed to assess the student's attainment of the academic standards specified for the grade level. Since the academic standards change from grade to grade, it is important to remember that the difficulty level and the content of the tests also change from grade to grade.

No direct comparisons should be made between a student's Stanford 9 and CAT/6 scores. The CAT/6 was developed by a different publisher more than six years later than the Stanford 9, and the test has a different structure, content emphasis, and difficulty level than the Stanford 9.

What about STAR reports for students with special needs?

Reports for students with special needs include a notation about the test administration:

- Student used accommodations, or
- Student was tested with modifications

Accommodations are changes in the test administration that do not change what is tested. For example, students may use extra time to complete a test, or they may have additional breaks during a test, etc. Modifications change what is tested. For example, the reading test may be read to the student. The specific modifications used will be noted on the reports.

If a student is tested below grade level, the report shows the grade level of the test taken.

What about STAR reports for English learners?

If accommodations were used, STAR reports for English learners include the notation that the student was tested with accommodations.

Using STAR Results

How are the STAR results used?

Teachers, parents/guardians, and students use individual STAR results to help monitor each student's academic progress. Individual student results are merged to prepare grade-level reports by subject for each school, district, county, and the state. The results are used with other information about student achievement to help make decisions about ways to improve student learning and school programs.

CST and CAT/6 results also are used to calculate each school's Academic Performance Index (API). The API, a major component of the state's accountability program, is used to rank the academic performance of schools, set targets for growth, and monitor progress over time. CAPA scores will be included in the 2003 Base API.

The California English-Language Arts and Mathematics Standards Tests and CAPA results for grades 3 through 8 also are used to determine if schools and districts are meeting new Adequate Yearly Progress (AYP) targets. Federal law specifies that all students in grades 3 through 8 are to score proficient or above on the state's English-Language Arts and Mathematics Standards Tests by 2014. The state is required to set annual targets that specify the minimum percentage of students who must score proficient or above for each school or district. The CAPA results are used with results from the California High School Exit Exam in grade 10 to set AYP targets for high schools and to determine if the targets are being met.

Can results from the STAR tests be used to determine if a student should be retained?

A district may use these results with other information about student achievement to make decisions about student retention. Test scores by themselves should never be used to make a promotion/retention decision.

Can the CST and CAT/6 scores be put into student transcripts?

Yes, but parents/guardians must approve the release of transcripts that include these scores. If parents/guardians do not want the scores included, the school must provide transcripts without the scores.



2003 Standardized Testing and Reporting Program

Reporting 2003 STAR Results to Parents/Guardians

Questions and Answers for Parents/Guardians

Are there any rewards for students who do well on the STAR tests?

The Governor's Scholars Program has awarded \$1,000 scholarships to students in grades 9, 10, and 11 whose California Standards English-Language Arts and Mathematics Test scores are among the top 5 percent of statewide scores or the top 10 percent of scores in their junior high (grade 9) or comprehensive senior high school.

Funding for this program is tied to the state's financial condition and budget. Currently, there are no funds available for awards for the 2003 tests. If funding becomes available, students will need scores for California English-Language Arts and Mathematics Standards Tests and the CAT/6 Reading and Mathematics Tests to be considered for an award. The students must have taken a California Mathematics Standards Test for algebra I or higher. Students in grade 9 who took the General Mathematics Test will not be eligible to compete for an award.

If funding becomes available, students who qualify for awards will be notified by letter in February 2004.

Helping Students Succeed

How can parents/guardians find out if their students' courses are aligned to state content standards?

Parents/guardians should ask their students' teachers or principal if and/or how the school curriculum is aligned to state content standards in English-language arts (reading and writing), mathematics, science, and history-social science. State-adopted content standards are available at <http://www.cde.ca.gov/standards> on the Internet.

How can parents/guardians help their students do better on STAR?

Prior to testing each year, parents/guardians need to talk to their students about the STAR test(s) and encourage them to do their best. Parents/guardians should:

- Listen to elementary students read every day and review what they are doing in school.
- Make sure class assignments and homework are completed throughout the year.
- Ensure that students are in school every day unless they are ill.

Parents/guardians can help prepare students for testing day by making sure they have plenty of rest and a good breakfast. Schools have information about ways families can help their students improve in specific academic areas.

Parents/guardians are encouraged to review the STAR results with their student. If there are discrepancies between the test scores and the work the student generally does and the grades he/she receives, parents/guardians should discuss these discrepancies with the child.

How can parents/guardians help the school improve student achievement?

Schools invite parents/guardians and other community members to become actively involved in improving student learning. Every school has various committees of parents/guardians who assist in school decision-making, including the Parent Teacher Association or organization and school site councils. In addition, individual teachers are frequently in search of volunteers to help with classroom instruction. Research studies show that parent/guardian and community involvement in the school can improve academic achievement.

How can parents/guardians get their questions about STAR, their student's results, or the API or AYP answered?

Parents/guardians should begin with their students' teachers. Additional information may be available through the school principal or counselor. Questions about the STAR Program also can be directed to the STAR test coordinator at the school district office.



STAR Tests Students Took in 2003

Test	Grade Levels Tested
California Standards Tests	
English-Language Arts	All students in grades 2–11
Writing Sample	All students taking grades 4 & 7 tests, including students taking these tests out-of-level
Mathematics	All students in grades 2–7
General Mathematics	All students in grades 8 & 9 not enrolled in a standards-based math course, or enrolled in the first year of a two-year algebra I course
Algebra I, Geometry, or Integrated Mathematics 1 or 2	Grade 8–11 students enrolled in the course or who completed the course during this school year
Algebra II or Integrated Mathematics 3	Grade 8–11 students enrolled in the course
High School Summative Mathematics	Grade 9–11 students who had completed algebra II or integrated math 3 or an equivalent or higher math course before testing began
Earth Science, Biology, Chemistry, Physics or one of four Integrated/Coordinated Science tests	Grade 9–11 students who were enrolled in or had completed a standards-based science course
History-Social Science	All students in grades 8, 10, and 11
CAPA	
English-Language Arts	Students enrolled in grades 2–11, eligible for alternate assessment as documented in the student's Individualized Education Program (IEP)
Mathematics	Students enrolled in grades 2–11, eligible for alternate assessment as documented in the student's Individualized Education Program (IEP)
CAT/6	
Reading/Language, and Mathematics	All students in grades 2–11
Spelling	All students in grades 2–8
Science	All students in grades 9–11
SABE/2	All Spanish-speaking English learners in grades 2–11 enrolled in California public schools less than 12 months*
Reading, Language, Mathematics, and Spelling	Designated students in grades 2–11
Word Analysis	Designated students in grades 2 and 3

* Students must also take the California Standards Tests and the CAT/6 in English



Section II

California Standards Tests

Parent/Guardian Guide to the 2003 California Standards Tests



Parent/Guardian Guide to the 2003 California Standards Tests

The California Standards Tests (CSTs) are given to public school students in grades 2 through 11 as part of the state's Standardized Testing and Reporting (STAR) Program. Enacted into law in 1997, the STAR Program currently has three components in addition to the California Standards Tests: the California Alternate Performance Assessment (CAPA), the California Achievement Tests, Sixth Edition Survey (CAT/6), and the Spanish Assessment of Basic Education, Second Edition (SABE/2).

A Test for California Schools

- The CSTs and the CAPA, developed specifically for California public schools, are aligned to state-adopted academic content standards that describe what students should know and be able to do in each grade and subject tested.
- The CSTs in English-language arts and mathematics for grades 2 through 11 became part of the STAR Program in 1999. The CSTs in history-social science and science for selected grades were added in 2001. Writing tests for grades 4 and 7, requiring students to write an essay in response to an assigned task, also were added in 2001. The CAPA was added in 2003.

Test Content and Format

- CSTs in English-language arts in grades 2 through 11; in mathematics in grades 2 through 7; and in history-social science in grades 8, 10, and 11 are tied to specific grade levels.

- All students in grades 8 and 9 not enrolled in a standards-based math course, take the California General Mathematics Test that is based on the academic standards for grades 6 and 7. The mathematics standards tests in grades 8 through 11 are tied to specific math courses. A High School Summative Mathematics Standards Test is given to students in grades 9 through 11 who completed algebra II or third-year integrated math or an equivalent or higher math course at any time before testing began.
- Students in grades 9, 10, and 11 may take science standards tests that also are tied to specific courses rather than grade levels. Only students completing a standards-based science course take a CST.
- Questions for all CSTs, except for the writing tests in grades 4 and 7, are in a multiple-choice format.
- Student responses to the writing tasks are scored using 4-point scoring guides that are aligned to state-adopted standards for writing strategies, applications, and conventions.
- Students with significant cognitive disabilities in grades 2 through 11 take the CAPA. This assessment includes tasks aligned to a subset of the California Academic Content Standards in English-language arts and mathematics that reflect important life skills. CAPA is administered individually by certificated or licensed school staff members who were the students' teachers in most cases.



Parent/Guardian Guide to the 2003 California Standards Tests

Performance Level Reporting

- The California Standards Tests are criterion-referenced tests. Results are based on how well students achieve identified state-adopted academic content standards, not how student results compare with results of other students taking the same tests.
- The State Board of Education (SBE) approved five performance levels for reporting results of the CSTs and the CAPA. The performance levels designated are advanced, proficient, basic, below basic, and far below basic.
- Initial recommendations came from Performance Level Setting Panels for each content area. The SBE also scheduled regional hearings to receive public input before final performance levels were adopted.

Reporting 2003 Results

- Individual student and group results of the 2003 administration of the CSTs and the CAPA are reported using the five performance levels adopted by the SBE.
- Performance levels establish the points at which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular achievement level.
- The SBE set the minimum scaled score target of “350” as proficient for all California students for the CSTs.
- Scaled scores of 35 or higher on the CAPA scale are at or above proficient.
- Scaled score ranges for performance levels for the CSTs and the CAPA for all subject areas and grade levels tested follow.



Parent/Guardian Guide to the 2003 California Standards Tests

Scaled Score Ranges for CST Performance Standards (by subject area and grade level)

English-Language Arts

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	150-261	262-299	300-349	350-401	402-600
3	150-258	259-299	300-349	350-401	402-600
4	150-268	269-299	300-349	350-392	393-600
5	150-270	271-299	300-349	350-394	395-600
6	150-267	268-299	300-349	350-393	394-600
7	150-262	263-299	300-349	350-400	401-600
8	150-265	266-299	300-349	350-394	395-600
9	150-264	265-299	300-349	350-396	397-600
10	150-262	263-299	300-349	350-391	392-600
11	150-258	259-299	300-349	350-395	396-600



Parent/Guardian Guide to the 2003 California Standards Tests

Mathematics

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	150-235	236-299	300-349	350-413	414-600
3	150-235	236-299	300-349	350-413	414-600
4	150-244	245-299	300-349	350-400	401-600
5	150-247	248-299	300-349	350-429	430-600
6	150-252	253-299	300-349	350-414	415-600
7	150-256	257-299	300-349	350-413	414-600
General Mathematics*	150-256	257-299	300-349	350-413	414-600
Algebra I	150-252	253-299	300-349	350-427	428-600
Geometry	150-246	247-299	300-349	350-417	418-600
Algebra II	150-256	257-299	300-349	350-415	416-600
High School Summative Mathematics	150-234	235-299	300-349	350-419	420-600
1st Year Integrated	150-248	249-299	300-349	350-424	425-600
2nd Year Integrated	150-257	258-299	300-349	350-417	418-600
3rd Year Integrated	150-251	252-299	300-349	350-427	428-600

* The General Mathematics Standards Test assesses grade-8 and -9 students' knowledge of California's Grade-6 and -7 Mathematics Academic Content Standards. Students who are not yet in algebra I or who are taking the first year of a two-year algebra I course take this test.



Parent/Guardian Guide to the 2003 California Standards Tests

History-Social Science

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
8 Grade 6–8 Standards	150–270	271–299	300–349	350–395	396–600
10 World History	150–274	275–299	300–349	350–399	400–600
11 United States History	150–269	270–299	300–349	350–400	401–600

Science

Course	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Earth Science	150–276	277–299	300–349	350–392	393–600
Biology	150–275	276–299	300–349	350–393	394–600
Chemistry	150–275	276–299	300–349	350–393	394–600
Physics	150–275	276–299	300–349	350–392	393–600
Integrated/ Coordinated Science 1	150–276	277–299	300–349	350–389	390–600
Integrated/ Coordinated Science 2	150–277	278–299	300–349	350–390	391–600
Integrated/ Coordinated Science 3	150–275	276–299	300–349	350–390	391–600
Integrated/ Coordinated Science 4	150–275	276–299	300–349	350–396	397–600



Parent/Guardian Guide to the 2003 California Standards Tests

Scaled Score Ranges for CAPA Performance Standards (by subject area and level)

English-Language Arts

Level	Performance Level				
	Far Below Basic	Below Basic	Basic	Proficient	Advanced
I	15-25	26-29	30-34	35-45	46-60
II	15-23	24-29	30-34	35-40	41-60
III	15-22	23-29	30-34	35-40	41-60
IV	15-24	25-29	30-34	35-40	41-60
V	15-24	25-29	30-34	35-41	42-60

Mathematics

Level	Performance Level				
	Far Below Basic	Below Basic	Basic	Proficient	Advanced
I	15-20	21-29	30-34	35-42	43-60
II	15-25	26-29	30-34	35-40	41-60
III	15-24	25-29	30-34	35-42	43-60
IV	15-25	26-29	30-34	35-40	41-60
V	15-26	27-29	30-34	35-40	41-60



Parent/Guardian Guide to the 2003 California Standards Tests

Writing Sample Description

In February 2000, Governor Davis signed legislation to add writing assessments to the state's standards-based testing program at the elementary and middle grade levels. These assessments, the California Writing Standards Tests, were administered for the first time as part of the STAR Program in spring 2001 in grades 4 and 7.

The California Writing Standards Tests address state writing application standards for grades 4 and 7 that lend themselves to about a one-hour assessment. In grade 4, the writing tests require students to produce one of three types of writing: narratives, summaries, and responses to literature. In grade 7, the writing test requires students to produce one of four types of writing: narratives, persuasive essays, summaries, and responses to literature.

In addition to the writing tests, the California English-Language Arts Standards Tests in grades 4 and 7 contain 75 multiple-choice questions for each grade level.

In any year, the writing test in each of the two grades might address any writing type identified as appropriate for testing in that grade level. The type of writing addressed may differ from year to year.

Since students learn several different types of writing, parents/guardians can gain a more complete picture of their students' writing achievement by reviewing written assignments throughout the school year. The writing score provides a snapshot of writing for the one type of writing tested.

A student's response is read by two people. Each reader gives the response a score of 1–4 with 4 being highest. The student's score is the total of the two readers' scores. If the two readers assign scores that differ by more than one point, a third person reads the response to resolve the difference. If a student's test cannot be scored, the score is listed as invalid. An invalid score means that the student's response was illegible, blank, written in a language other than English, or did not address the assigned task. The table below shows all possible score combinations a student may receive and the score that would be reported for each combination.

Reader 1's Score	Reader 2's Score	Reported Score
4	4	8
4	3	7
3	3	6
2	3	5
2	2	4
2	1	3
1	1	2

Student's writing scores are reported as the Writing Applications score in the STAR Performance Reports.

A writing guide for grades 4 and 7 is available under Program Resources at www.cde.ca.gov/statetests/star on the Internet. The guide includes sample writing tasks with student work and teacher commentaries about the work, as well as the scoring guide used to score student writing.



Section III

Grades 2–5

Sample School/Home Newsletter Insert

Sample Principal's Letter before Reports Are Distributed

Sample Principal's Letter and Explanation for STAR Performance Report (California Standards Tests and CAT/6)

Sample Pages of STAR Performance Report—Grade 4

Grades 6–8

Sample School/Home Newsletter Insert

Sample Principal's Letter before Reports Are Distributed

Sample Principal's Letter and Explanation for STAR Performance Report (California Standards Tests and CAT/6)

Sample Pages of STAR Performance Report—Grade 7

Grades 9–11

Sample School/Home Newsletter Insert

Sample Principal's Letter before Reports Are Distributed

Sample Principal's Letter and Explanation for STAR Performance Report (California Standards Tests and CAT/6)

Sample Pages of STAR Performance Report—Grade 10



Grades 2–5

Sample School/Home Newsletter Insert

This spring, students at _____ school once again participated in California's Standardized Testing and Reporting (STAR) Program. All students in grades 2 through 5 took the STAR tests in reading, writing, spelling, and mathematics.

This is the sixth year for the STAR Program. This important program includes four testing components:

- California Standards Tests (CSTs)
- California Achievement Tests, Sixth Edition Survey (CAT/6)
- California Alternate Performance Assessment (CAPA)
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

All students took the CSTs and the CAT/6 in English. Students with significant cognitive disabilities that prevented them from taking the CSTs and CAT/6 were administered the CAPA. In addition, the SABE/2 was given to Spanish-speaking English learners who had been enrolled in California public schools less than 12 months.

Questions on the CSTs for grades 2 through 5 match state-adopted academic content standards for reading, writing, and mathematics. The purpose of these tests is to see if students are learning what is to be taught in California's classrooms. The purpose of the CAT/6 is to provide student results that can be compared to those of a national sample of students.

In addition to the CSTs given to all students in spring 2003, fourth graders wrote a story. Children tested in March wrote about finding a funny looking animal in their classroom. Children tested in May wrote a story about being a teacher for a day. The stories received separate writing applications scores. These scores were combined with scores for multiple-choice questions for writing to calculate students' performance levels for English-language arts.

Students eligible for an alternate assessment as determined by his/her Individualized Education Program (IEP) may have taken the CAPA rather than the CSTs and the CAT/6. The CAPA was administered individually by a certificated or licensed school staff member, who was the student's teacher in most cases. Students were asked to respond to an item or perform a task aligned with a subset of state-adopted English-language arts and mathematics academic content standards that reflect important life skills. If your child was assessed with the CAPA, you will receive a report with his/her CAPA results.

STAR Performance Reports with each student's test results will be mailed home within 20 days after they arrive at the school district. Reports of results for the CSTs and the CAT/6 are separate from the report of results for the CAPA or the SABE/2. STAR Performance



Reports also include a California Reading List Number that is tied to each student's reading score on the CAT/6. The purpose of this part of the report is to help parents/guardians obtain a list of state-recommended books at their student's reading level based on his or her CAT/6 reading score. For a copy of your child's reading list, visit the STAR Web site (<http://star.cde.ca.gov>). Read the introductory material and follow the directions to print your student's book list.

School, district, county, or state results are not included with the student reports sent home. These scores will be available on the Internet at <http://star.cde.ca.gov> on August 15, 2003. Only school, district, county, and state results will be available on the Internet. Individual student results are confidential and will be shared only with each student's parents/guardians and teachers. Individual student results are available only at the school and in the district where the student was tested.

If you are comparing your child's 2002 scores with the 2003 scores, you should make no direct comparisons between results of the Stanford 9, which was given prior to 2003, and CAT/6 results. The CAT/6 was developed by a different test publisher more than six years later than the Stanford 9; therefore, the test has a different structure, content emphasis, and difficulty level than the Stanford 9. Your child's school will receive information in the fall about appropriate ways to compare scores for the two tests. If you are comparing scores for the CSTs, you should expect that your child's performance level for each content area generally would remain the same or improve. If your child's performance level declined from one grade to the next, you should schedule a teacher conference to determine if your child needs additional help to achieve specific academic content standards.

The school staff has planned several activities to help parents/guardians understand the reports. A parent/guardian information night is scheduled for _____ at _____ p.m. A brief explanation of the test results will be mailed with the student reports. Parents/guardians also may call the school's (district's) test information hotline at _____.



Grades 2–5

Sample Principal's Letter before Reports Are Distributed

Dear Parents/Guardians:

Your student, along with public school students throughout California, participated in the state's Standardized Testing and Reporting (STAR) Program this spring. All students in grades 2 through 5 took the STAR tests in reading, writing, spelling, and mathematics.

This is the sixth year for the STAR Program. This important program includes four testing components:

- California Standards Tests (CSTs)
- California Achievement Tests, Sixth Edition Survey (CAT/6)
- California Alternate Performance Assessment (CAPA)
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

All students took the CSTs and the CAT/6 in English. Students with significant cognitive disabilities that prevented them from taking the CSTs and CAT/6 were administered the CAPA. In addition, the SABE/2 was given to Spanish-speaking English learners who had been enrolled in California public schools less than 12 months.

Questions on the CSTs for grades 2 through 5 match state-adopted academic content standards for reading, writing, and mathematics. The purpose of these tests is to see if students are learning what is to be taught in California's classrooms. The purpose of the CAT/6 is to provide results that can be compared to those of a national sample of students.

In addition to the CSTs given to all students in spring 2003, fourth graders wrote a story. Children tested in March wrote about finding a funny looking animal in their classroom. Children tested in May wrote a story about being a teacher for a day. The stories received separate writing applications scores. These scores were combined with scores for multiple-choice questions for writing to calculate students' performance levels for English-language arts.

Students eligible for the STAR alternate assessment as determined by his/her Individualized Education Program (IEP) may have taken the CAPA rather than the CSTs and the CAT/6. The CAPA was administered individually by a certificated or licensed school staff member, who was the student's teacher in most cases. Students were asked to respond to an item or perform a task aligned with a subset of state-adopted English-language arts and mathematics academic content standards that reflect important life skills. If your child was assessed with the CAPA, you will receive a report with his/her CAPA results.



A report of your student's results on the STAR tests will be sent to your home within 20 days after they arrive at the school district. If your student took the CAPA or the SABE/2, results will be on a separate report. The STAR Performance Reports also include the California Reading List Number that is tied to your student's reading score on the CAT/6. The purpose of this part of the report is to help you obtain a list of books appropriate for your student's grade and reading level. The California Reading List can be found at <http://star.cde.ca.gov> on the Internet. Read the introductory material and follow the directions to print your student's book list.

The 2003 STAR Performance Report you will receive emphasizes your child's performance on the California Standards Test. Pages 3 and 4 of the report provide an overview of California's Academic Content Standards for English-language arts, mathematics, science, and history-social science. The information provided describes what all California students are expected to know in these content areas at specific grade levels.

School, district, county, or state results are not included with the student reports sent to your home. These scores will be available on the Internet at <http://star.cde.ca.gov> on August 15, 2003. Only school, district, county, and state results will be available on the Internet. Individual student results are confidential and will be shared only with each student's parents/guardians and teachers. Individual student results are available only at the school and in the district where the student was tested.

If you are comparing your child's 2002 scores with the 2003 scores, you should make no direct comparisons between results of the Stanford 9, which was given prior to 2003, and CAT/6 results. The CAT/6 was developed by a different test publisher more than six years later than the Stanford 9; therefore, the test has a different structure, content emphasis, and difficulty level than the Stanford 9. Your child's school will receive information in the fall about appropriate ways to compare scores for the two tests. If you are comparing scores for the CSTs, you should expect that your child's performance level for each content area generally would remain the same or improve. If your child's performance level declined from one grade to the next, you should schedule a teacher conference to determine if your child needs additional help to achieve specific academic content standards.

The STAR test results may require some explanation; therefore, our school staff has planned several activities to help interpret the reports. First, a parent/guardian information night at _____ school is scheduled for _____ at _____ p.m. At this time, we will review the student reports and go over what the results mean. We also have prepared a brief explanation of the results that you will receive with your student's report. If you have further questions after reading the report, you can call the school's (district's) test information hotline at _____ or contact your child's teacher.

The entire staff at _____ school invites you to attend any of the scheduled activities to help you better understand the STAR 2003 results. We look forward to your participation as we begin using these test results to help improve achievement for all students.



Grades 2–5

Sample Principal's Letter and Explanation for STAR Performance Report (California Standards Tests and CAT/6)

Dear Parents or Guardians:

Enclosed is a report and an explanation of your student's test results for California's Standardized Testing and Reporting (STAR) Program, given in spring 2003. This is the sixth year for the STAR Program. This important program includes two testing components that are given in English: the California Standards Tests (CSTs) and the California Achievement Tests, Sixth Edition Survey (CAT/6). Students in grades 2 through 5 took the tests in reading, writing, spelling, and mathematics. Students in grade 4 also wrote an essay.

The STAR 2003 results require more explanation than is on this report; therefore, our school staff has scheduled a parent/guardian information night on _____ at _____, beginning at _____ p.m. Attached are answers to questions parents/guardians often ask about the STAR tests. For further information about the report, you may call the school's (district's) test information hotline at _____.

The entire staff at _____ school welcomes your questions and comments about your student's education. We look forward to sharing a more complete picture of your student's academic achievement.

Sincerely,
Principal



About Your Student's STAR Performance Report—Grade 4

The Standardized Testing and Reporting (STAR) Performance Report explains results of the state's academic achievement tests that students in grades 2 through 11 took last spring. The report is divided into two parts. The first part shows how well each student performed on the California Standards Tests for the subject area and grade level tested. The second part shows how well each student scored on the California Achievement Tests, Sixth Edition Survey (CAT/6), compared with scores of children across the country. A brief explanation of the STAR Performance Report follows.

Student Information

General information, such as the student's name and birth date, the date of testing, the school and district in which the test was taken, and the name of the student's teacher, is printed at the top of the report.

Academic Standards: California Standards Test—Grade 4

This section reports results of the California Standards Tests in English-language arts and mathematics. These results show how well students are meeting state academic content standards for each subject area tested. The overall results for each subject include the scaled score and the performance level achieved. The specific results include total questions and the percent correct for specific components of the state standards that are addressed on each test.

Scaled Score: A numerical score that shows whether one score is above or below another and how close the scores are to each other. Scaled scores for the tests range between 150 and 600.

Performance Level: One of five performance levels a student can achieve that reflects how well he/she is achieving on California's Academic Content Standards as measured by this test.

Total Questions/Percent Correct: The total number of questions asked and percent answered correctly for specific components of the standards addressed.

Writing Applications (for grade 4): A separate score that students receive for the written essay that is required in grade 4. This score is combined with scores for multiple-choice questions for writing to become part of the overall score for English-language arts. Scores range from 2 to 8. Each student's writing test is scored by two independent readers. Each reader assigns a score from 1 (low) to 4 (high). The two scores are added together to get the student's writing score of 2 (low) to 8 (high).



National Comparison: CAT/6 Survey Edition – Grade 4

Student scores are listed for each subject area tested with the CAT/6. Scores are reported for reading, language, mathematics, and spelling. The columns next to the listing of tests give the total questions, the percent correct, and the student's percentile rank. An additional column labeled "M" shows if a student with an Individualized Education Program (IEP) or 504 Plan was tested with modifications. Modifications include having the reading, language, or spelling tests read aloud, using a dictionary, or using a calculator on the math test. If a modification is indicated, the percentile rank should be interpreted cautiously.

Total Questions: The number of questions on each test.

Percent Correct: The number of questions the student answered correctly divided by the total number of questions.

Student's Percentile Rank: This score compares the student's results with scores for a national sample of students tested in the same grade at the same time of the school year. The percentile ranks range from 1 to 99. A student percentile rank of 50 means that the student scored as well as or better than 50 percent of the students in the national sample. The percentile rank is not the percentage of correct answers. The average score is 50, and an average grade-level range is 40 to 60.

California Reading List Number: The California Reading List Number printed near the bottom on the left side of page 2 of this report directs students, parents/guardians, and teachers to a list of state-recommended books that are at a student's reading level based on the student's CAT/6 reading score. The reading list is available at <http://star.cde.ca.gov> on the Internet.

State Academic Content Standards

Pages 3 and 4 of the report provide an overview of the state-adopted academic content standards for the subject areas tested. The content standards describe what California children are expected to know and be able to do in English-language arts, mathematics, history-social science, and science at specific grades.



Sample Page 1 of Performance Report – Grade 4



Standardized Testing and Reporting (STAR) Performance Report

This is a report to explain your child's academic performance on state tests he or she took this past spring. It is divided into two parts.

The first part, which begins below, tells you how your child performed in meeting California's Academic Content Standards. These standards make clear what all students are required to learn at each grade level or in each high school course. An explanation of these requirements begins on page 3 of this report.

The second part, which is near the bottom of page 2, tells you how your child's test results compare to those of other students tested in the same grade across the United States.

The two sections combined should help you understand how your child is doing in school. You can get additional information about these test results from your child's teacher. Information about these test results and standards is also available on the Internet at <http://star.cde.ca.gov>.

Report for Rob A Lucas

Grade: 4 Test Date: Spring 2003
Student No. 000 DOB: 2/19/93
Teacher: Norlega (0000123456)
School: Johnson Elementary Sch (0000005)
District: Langeberg Unified (3456789)

Parents of:

Rob A Lucas
123 Main Street
Los Angeles, California 90210

Academic Standards: California Standards Test – Grade 4

This report indicates your child's performance on test questions that reflect California's standards of what a student should know and be able to do at each grade level. There are separate standards for English-language arts, mathematics, history-social science, and science. In grades 2–8, students are tested in English-language arts and mathematics only.

The *overall results* show your child's overall score for each subject and whether he or she is exceeding, meeting, or falling below the standards. The *specific results* show how your child performed on specific components of the standards.

English-Language Arts

Overall Results					
Scaled Score				State Targets for All Students	
	Far Below Basic	Below Basic	Basic	Proficient	Advanced
365				◆	
Your child's performance level is based on his or her overall score. In English-language arts, scores are:					
<div><div>• Far Below Basic: 150-268</div><div>• Below Basic: 269-299</div><div>• Basic: 300-349</div><div>• Proficient: 350-392</div><div>• Advanced: 393-600</div></div>					

Specific Results		
English-Language Arts Clusters	Total Questions	Percent Correct
Reading	42	71
Word Analysis and Vocabulary Development	18	72
Reading Comprehension	15	67
Literary Response and Analysis	9	78
Writing	41	61
Written Conventions	18	61
Writing Strategies	15	67
Writing Applications	1 (8 points)	4

Writing Applications

The fourth- and seventh-grade California English-Language Arts Standards Tests each have two parts. One part is a writing test that requires students to write an essay or story on a specific topic. The second part includes only multiple-choice questions. The writing test is based on California's writing application standards, and the type of writing may change from year to year. Fourth and seventh graders might be asked to write a narrative (story), to read and summarize information, or to read and analyze a short story. Seventh graders might also be asked to write a persuasive letter or essay. Students taking the seventh-grade test are expected to include more details in their writing and to use more complex sentences and vocabulary than students taking the fourth-grade test.

Each student's essay is scored by two readers. Each reader uses a scoring guide to assign the essay a score of 1 (low) to 4 (high). The scores of the two readers are added together to produce a Writing Application Standards score of 2-8 points. This score is reported under the Specific Results section above and is added to the student's multiple-choice score to produce the overall English-language arts score.

Sometimes a writing test cannot be scored. In these cases, a code appears in place of the writing score. The codes are C – the student copied the task instead of completing it, I – the student's writing was illegible, L – the student wrote in a language other than English, T – the student wrote an essay on something other than the assigned topic, B – the student submitted a blank paper, R – the student refused to write, W – the student wrote on a prompt from an earlier testing period. If your child's Writing Applications score is one of these codes, his/her overall English-language arts score is based on only the multiple-choice portion of the test.



Sample Page 2 of Performance Report – Grade 4

California Standards Test – Grade 4, continuedReport for **Rob A Lucas****Mathematics**

Overall Results				
Scaled Score				State Targets for All Students
	Far Below Basic	Below Basic	Basic	Proficient Advanced
357				◆
Your child's performance level is based on his or her overall score. In Mathematics, scores are:				
• Far Below Basic: 150-244 • Proficient 350-400				
• Below Basic: 245-299 • Advanced: 401-600				
• Basic: 300-349				

Specific Results		
Mathematics Clusters	Total Questions	Percent Correct
Decimals, Fractions, and Negative Numbers	16	69
Operations and Factoring	15	37
Algebra and Functions	18	78
Measurement and Geometry	12	67
Statistics, Data Analysis, and Probability	4	100

National Comparison: CAT/6 Survey Edition – Grade 4

This part of the report compares your child's performance with that of a national sample of students throughout the United States who were tested in the same grade at the same time of the school year. Your child's score is reported as a percentile. The higher the score, the better your child's ranking on the test. For example, a student who scores at the 40th percentile performed as well or better than 40 percent of the students in the national sample – but not as well as 60 percent of the students in the national sample. A score between the 40th and 60th percentiles is considered an average score. The table below displays your child's scores for each area tested, including the number of questions on the test, the percent of questions your child answered correctly, and his or her national percentile rank.

Subtest	M	Total Questions	Percent Correct	Student's Percentile Rank					
				Below Average		Average		Above Average	
				1	10	30	50	70	90
Reading		35	86%	<div><div></div></div> 65					
Language		25	76%	<div><div></div></div> 64					
Mathematics		32	94%	<div><div></div></div> 91					
Spelling		20	80%	<div><div></div></div> 83					

California Reading List Number		7	Use this number with your child's grade level to get a list of books that your child should be able to read independently. There is a range of reading list numbers at each grade level. The levels range from 01 (easiest) to 13+ (most difficult). Not all levels area available at every grade. For a copy of the reading list, go to http://star.cde.ca.gov on the Internet and click on California Reading List.
Your child's reading list number is			

*M = Test Taken With Modifications***Explanation for Abbreviations When No Score is Reported**

NT	Student did not take this test.
INC	Student's test was incomplete with not enough questions answered to produce a score.
UT	Student took California math or science standards test, but did not code the test name. The test was not scored.
PGE	Student was not tested by parent request
ABS	Student was absent for the entire testing window and was not tested.
CAP	Student with a disability took the California Alternate Performance Assessment instead of this test.



Sample Page 3 of Performance Report – Grade 4



Standardized Testing and Reporting (STAR) Performance Report

California's Academic Standards

California's academic standards, adopted in 1997, describe what all students must know before they graduate and in each grade along the way. These standards were adopted by the State Board of Education after listening to parents and taxpayers. The California standards have been praised widely for being clear, rigorous, and reasonable. Students who meet these expectations will be well prepared for higher education or the workplace.

The more you know about the standards, the better you will understand your child's scores – and the more you can help him or her learn. An overview of the standards follows. The complete standards are available at www.cde.ca.gov/standards on the Internet.

English-Language Arts

By the time they graduate, California students must read and write well; speak persuasively and listen carefully; and understand the mechanics of language, such as grammar, spelling, and punctuation. To get there, students need to build their understanding and skills year by year.

For example, students of all ages should read on their own (in addition to their regular school reading), increasing the amount they read each year.

- By grade four, students should read one-half million words a year on their own. That is at least one grade-appropriate, 50- to 70-page book (or an equal amount of newspaper, magazine, or other reading) every week.
- By grade eight, students should read one million words a year on their own. That is at least one grade-appropriate, 80- to 100-page book (or an equal amount of newspaper, magazine, or other reading) every week.
- By grade 12, students should read two million words a year on their own. That is at least two grade-appropriate, 80- to 100-page books (or an equal amount of newspaper, magazine, or other reading) every week.

For lists of books and other materials children should read at each grade level, parents, teachers, and students can access the California Reading List at <http://star.cde.ca.gov>. This is not an exhaustive list. Rather, it shows the quality and complexity of material students should read, including both fiction and nonfiction books, plays and poetry.

What follows are examples of what students are expected to learn and accomplish at various grade levels.

In Kindergarten, students learn about letters, words, and sounds and apply this knowledge to begin reading simple sentences. They build comprehension skills by identifying the basic facts of stories.

Mathematics

By the time students graduate, they should understand mathematical concepts, be able to apply computational and procedural skills, and solve problems using mathematical logic and reasoning. The standards call for the skills and concepts of mathematics to be presented from kindergarten through high school, and by 2004 all students will need to complete a year of algebra to graduate from high school. Students are expected to develop a solid understanding of:

- **Number sense:** This includes numbers and operations, and the ability to apply useful strategies to solve problems using addition, subtraction, multiplication, and division, without the use of calculators.
- **Algebra and functions:** This includes using symbols to

They begin writing short sentences and begin speaking in coherent sentences. They can retell familiar stories and predict what will happen in stories.

In First Grade, students increase their understanding of the sounds that letters represent; read a variety of "sight" words, such as have, said, and come; and read aloud and silently with increasing fluency. They ask and answer *who, what, when, where, why and how* questions. They talk and write about books and discuss and write about their experiences.

In Fourth Grade, students have become readers. They read and understand a variety of material (children's literature, magazines, and other materials) appropriate to their grade. They write clear paragraphs for a range of audiences, and they spell correctly. They follow multistep directions, such as how to use computer commands, and write detailed compositions.

In Eighth Grade, students read and understand both literature and informational materials. They analyze a work of literature and show how it reflects the author's background and beliefs. They analyze plot and character and identify recurring themes, such as bravery or loyalty, across books. They more effectively organize and research their writing. They write various types of 500- to 700-word essays, such as biographies, research reports and persuasive essays. They give a range of oral presentations, including research reports and persuasive arguments, matching their tone to the audience.

In Eleventh and Twelfth Grades, students read, analyze and contrast a range of American and other literature and relate works to the eras in which they were produced. They understand and debate an author's arguments and critique the power, validity, and truthfulness of written arguments. They write 1,500-word essays, including fictional stories, analyses of literature and resumes. They deliver persuasive speeches and oral reports and critique those of others. They understand the strategies others use when they communicate, recognizing for example, the media's impact on how decisions are made in a democracy.

understand patterns, solving problems involving functional relationships, and making generalizations.

- **Measurement and geometry:** This includes knowing and using the units of measurement to compute, for example, the area and perimeter of an object. Students also use geometric shapes to show relationships and solve problems.
- **Statistics, data analysis and probability:** This includes organizing and comparing data to make informed conclusions, conducting probability experiments and making predictions.
- **Mathematical reasoning:** This includes learning how to analyze problems, applying skills or strategies for finding solutions, and making generalizations.



Sample Page 4 of Performance Report – Grade 4

What follows are examples of what students are expected to learn and accomplish at various grade levels:

In Kindergarten, students count, compare and classify objects by attribute; identify and extend patterns by shape, size, or color; explore the concept of time using tools such as a clock or calendar; compare length, weight, and capacity of objects; and describe geometric shapes such as circle, triangle, square, rectangle, cube, sphere, and cone.

In First Grade, students can count, read, and write whole numbers to 100; solve addition and subtraction problems with one and two digit numbers; make reasonable estimates of objects or numbers; tell time to the nearest half hour; and use and interpret simple graphs and charts.

In Fourth Grade, students read and write numbers in the millions; understand place value of whole numbers and decimals;

solve problems using addition, subtraction, multiplication and division; and measure perimeter and area. They also collect, show, and analyze data to answer questions.

In Seventh Grade, students manipulate numbers and equations and understand the principles involved. They use basic theories of geometry, such as Pythagorean theorem, to compute the length of an unknown side.

They find the volume and surface area of three-dimensional objects, such as spheres and cones. Students also know and use fractions, decimals, and percents, and how to convert from one to another.

In Eighth through Twelfth Grades, students increase their understanding of algebra and geometry and may take more advanced mathematics including trigonometry, mathematical analysis, probability and statistics, and calculus. Students learn to distinguish between inductive and deductive reasoning; construct formal, logical arguments; test general assertions; and identify logical errors in chains of reasoning.

History-Social Science

The standards for history-social science combine intellectual skills and subject content standards. The intellectual skills outline how students' reasoning and research skills should develop throughout grades K-12. For example, students in grades K-5 should be able to put key events in a chronological sequence; students in grades 6-8 should be able to explain how major events are related to one another in time; and students in grades 9-12 should be able to compare the present with the past and evaluate the effects of past events.

The subject content standards outline the area of study for each grade. Students begin with understanding their immediate surroundings (their classroom and neighborhoods), and their study grows to include California, the United States, and the world. What follows are examples of what students are expected to learn and accomplish at various grade levels.

In Kindergarten through Third Grade, students are introduced to relationships, including how one event is connected to another and how geography affects events. They learn about historical figures, individual responsibility, and the rules that govern society,

the varied backgrounds of American citizens and the basics of economics and local and national government.

In Fourth Grade, students learn the history, geography, and government of California, including the Native American, Spanish-Mexican, Gold Rush, and modern periods.

In Fifth through Eighth Grades, students study U.S. history and geography to the end of the 1800s and world history and geography from ancient civilizations through the 1700s.

In Tenth and Eleventh Grades, students study the development of the modern world, focusing on the United States in the 20th century and world history for the late 18th century to the present. This includes the causes and effects of the two world wars.

In Twelfth Grade, students pursue a deeper understanding of American government, including the relationships among local, state, federal, and other governments. They also study economic concepts, and operations and systems.

Science

Students are expected to graduate from high school with a broad body of scientific knowledge and a solid understanding of the scientific method.

Students in first through fifth grades study physical science, life science, and earth science, applying investigation and experimentation skills. In grades six through eight, students focus on one discipline (earth science in sixth grade, life science in seventh grade, physical science in eighth grade) and continue to build their skills in scientific investigation. In grades nine through twelve, students take more advanced science courses, including physics, biology/life science, earth science, chemistry, and integrated science. What follows are examples of what students are expected to learn and accomplish at various grade levels.

In Kindergarten, students identify major structures of common plants and animals (for example, stems, leaves, arms, wings) as well as characteristics of mountains, rivers, oceans, and deserts. They perform investigations such as sorting objects by one physical attribute.

In First Grade, students infer what animals eat from the shapes of their teeth and learn how to use simple tools, such as thermometers and weather vanes, to measure the weather conditions. They make

new observations when two descriptions of the same object don't agree.

In Fourth Grade, students design and build simple circuits by using wires, batteries, and bulbs. They learn that many plants depend on animals for pollination and seed dispersal and that animals depend on plants for food and shelter. They make and explain predictions based on cause and effect relationships.

In Seventh Grade, students learn that all living organisms are composed of cells, which have genetic instructions that specify their traits. They compare joints such as the wrist's hinge joint and the shoulder's ball and socket joint to structures used in machines. They communicate the logical connections among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn.

In High School, students learn more advanced sciences, such as earth science, biology/life science, physics, and chemistry. Their investigation and experimentation skills are expected to expand so that by the time they graduate, they can select appropriate tools and technology to perform tests; collect and analyze data; solve scientific problems using advanced math, such as simple trigonometric and logarithmic functions; and investigate science-based societal issues, such as animal cloning or land and water use decisions, by researching literature, analyzing data and communicating findings.



Grades 6–8

Sample School/Home Newsletter Insert

This spring, students at _____ school once again participated in California's Standardized Testing and Reporting (STAR) Program. All students in grades 6 through 8 took the STAR tests in reading, writing, spelling, and mathematics. Students in grade 8 also took a history-social science test.

This is the sixth year for the STAR Program. This important program includes four testing components:

- California Standards Tests (CSTs)
- California Achievement Tests, Sixth Edition Survey (CAT/6)
- California Alternate Performance Assessment (CAPA)
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

All students took the CSTs and the CAT/6 in English. Students with significant cognitive disabilities that prevented them from taking the CSTs and CAT/6 were administered the CAPA. In addition, the SABE/2 was given to Spanish-speaking English learners who had been enrolled in California public schools less than 12 months.

Questions on the CSTs for grades 6 through 8 match state-adopted academic content standards for reading, writing, mathematics, and history-social science. The purpose of these tests is to see if students are learning what is to be taught in California's classrooms. The purpose of the CAT/6 is to provide student results that can be compared to those of a national sample of students.

In addition to the CSTs given to all students in spring 2003, seventh graders prepared an essay in response to a writing task. The written essays received separate writing application scores. These scores were combined with scores for multiple-choice questions for writing to calculate students' performance levels for English-language arts.

In grades 6 through 8, questions for the CSTs in reading and writing were tied to what students should know and be able to do at specific grade levels. That also was true for the mathematics questions on the CSTs in grades 6 and 7. In grade 8, however, mathematics questions on the CSTs were tied to the specific math course in which a student was enrolled. For example, an eighth grader in algebra I took the Algebra I Standards Test. Eighth graders, who were not taking algebra I or who were in the first year of a two-year algebra I course, were given the General Mathematics Standards Test. This test assesses the academic mathematics content standards for grades 6 and 7 and was designed to test pre-algebra skills. The eighth-grade history-social science test included questions on information students were taught in grades 6, 7, and 8.



Students eligible for the STAR alternate assessment as determined by his/her Individualized Education Program (IEP) may have taken the California Alternate Performance Assessment (CAPA) rather than the CSTs and the CAT/6. The CAPA was administered individually by a certificated or licensed school staff member, who was the student's teacher in most cases. Students were asked to respond to an item or perform a task aligned with a subset of state-adopted English-language arts and mathematics academic content standards that reflect important life skills. If your child was assessed with the CAPA, you will receive a report with his/her CAPA results.

STAR Performance Reports with each student's test results will be mailed home within 20 days after they arrive at the school district. Reports of results for the CSTs and the CAT/6 are separate from the report of results for the CAPA or the SABE/2. STAR Performance Reports also include a California Reading List Number that is tied to each student's reading score on the CAT/6. The purpose of this part of the report is to help parents/guardians obtain a list of state-recommended books that are at their student's grade and reading level based on his or her CAT/6 reading score. For a copy of the reading list, visit the STAR Web site (<http://star.cde.ca.gov>). Read the introductory material and follow the directions to print your student's book list.

School, district, county, or state results are not included with the student reports sent home. These scores will be available on the Internet at <http://star.cde.ca.gov> on August 15, 2003. Only school, district, county, and state results will be available on the Internet. Individual student results are confidential and will be shared only with each student's parents/guardians and teachers. Individual student results are available only at the school and in the district where the student was tested.

If you are comparing your child's 2002 scores with the 2003 scores, you should make no direct comparisons between results of the Stanford 9, which was given prior to 2003, and CAT/6 results. The CAT/6 was developed by a different test publisher more than six years later than the Stanford 9; therefore, the test has a different structure, content emphasis, and difficulty level than the Stanford 9. Your child's school will receive information in the fall about appropriate ways to compare scores for the two tests. If you are comparing scores for the CSTs, you should expect that your child's performance level for each content area generally would remain the same or improve. If your child's performance level declined from one grade to the next, you should schedule a teacher conference to determine if your child needs additional help to achieve specific academic content standards.

The school staff has planned several activities to help parents/guardians understand the reports. A parent/guardian information night is scheduled for _____ at _____ p.m. A brief explanation of the test results will be mailed with the student reports. Parents/guardians also may call the school's (district's) test information hotline at _____.



Grades 6–8

Sample Principal's Letter before Reports Are Distributed

Dear Parents/Guardians:

Your student, along with other public school students throughout California, participated in California's Standardized Testing and Reporting (STAR) Program. All students in grades 6 through 8 took the STAR tests in reading, writing, spelling, and mathematics. Students in grade 8 also took a history-social science test.

This is the sixth year for the STAR Program. This important program includes four testing components:

- California Standards Tests (CSTs)
- California Achievement Tests, Sixth Edition Survey (CAT/6)
- California Alternate Performance Assessment (CAPA)
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

All students took the CSTs and the CAT/6 in English. Students with significant cognitive disabilities that prevented them from taking the CSTs and CAT/6 were administered the CAPA. In addition, the SABE/2 was given to Spanish-speaking English learners who had been enrolled in California public schools less than 12 months.

Questions on the CSTs for grades 6 through 8 match state-adopted academic content standards for reading, writing, mathematics, and history-social science. The purpose of these tests is to see if students are learning what is to be taught in California's classrooms. The purpose of the CAT/6 is to provide results that can be compared to those of a national sample of students.

In addition to the CSTs given to all students in spring 2003, seventh graders prepared an essay in response to a writing task. The written essays received separate writing applications scores. These scores were combined with scores for multiple-choice questions for writing to calculate students' performance levels for English-language arts.

In grades 6 through 8, questions for the California Standards Tests in reading and writing were tied to what students should know and be able to do at specific grade levels. That also was true for the mathematics questions on the Standards Tests in grades 6 and 7. In grade 8, however, mathematics questions on the Standards Tests were tied to the specific math course in which a student was enrolled. For example, an eighth grader in algebra I took the Algebra I Standards Test. Eighth graders, not yet enrolled in algebra I or who were taking the first year of a two-year algebra I course, were given the General Mathematics Standards Test. This test assesses the academic mathematics content standards for grades 6 and 7 and was designed to test pre-algebra skills. The eighth-grade history-social science test included questions on information students were taught in grades 6, 7, and 8.



Students eligible for the STAR alternate assessment as determined by his/her Individualized Education Program (IEP) may have taken the California Alternate Performance Assessment (CAPA) rather than the CSTs and the CAT/6. The CAPA was administered individually by a certificated or licensed school staff member, who was the student's teacher in most cases. Students were asked to respond to an item or perform a task aligned with a subset of state-adopted English-language arts and mathematics academic content standards that reflect important life skills. If your child was assessed with the CAPA, you will receive a report with his/her CAPA results.

STAR Performance Reports with each student's test results will be mailed home within 20 days after they arrive at the school district. Reports of results for the CSTs and the CAT/6 are separate from the report of results for the CAPA or the SABE/2. STAR Performance Reports also include a California Reading List Number that is tied to each student's reading score on the CAT/6. The purpose of this part of the report is to help parents/guardians obtain a list of state-recommended books that are at their student's grade and reading level based on his or her CAT/6 reading score. For a copy of the reading list, visit the STAR Web site (<http://star.cde.ca.gov>). Read the introductory material and follow the directions to print your student's book list.

The 2003 STAR Performance Report you will receive emphasizes your child's performance on the CST. Pages 3 and 4 of the report provide an overview of California's Academic Content Standards for English-language arts, mathematics, history-social science, and science. The information provided describes what all California students are expected to know in these content areas at specific grade levels.

If you are comparing your child's 2002 scores with the 2003 scores, you should make no direct comparisons between results of the Stanford 9, which was given prior to 2003, and CAT/6 results. The CAT/6 was developed by a different test publisher more than six years later than the Stanford 9; therefore, the test has a different structure, content emphasis, and difficulty level than the Stanford 9. Your child's school will receive information in the fall about appropriate ways to compare scores for the two tests. If you are comparing scores for the CSTs, you should expect that your child's performance level for each content area generally would remain the same or improve. If your child's performance level declined from one grade to the next, you should schedule a teacher conference to determine if your child needs additional help to achieve specific academic content standards.

School, district, county, or state results are not included with the student reports sent to your home. These scores will be available on the Internet at <http://star.cde.ca.gov> on August 15, 2003. Only school, district, county, and state results will be available on the Internet. Individual student results are confidential and will be shared only with each student's parents/guardians and teachers. Individual student results are available only at the school and in the district where the student was tested.



The STAR test results may require some explanation; therefore, our school staff has planned several activities to help interpret the reports. First, a parent/guardian information night at _____ school is scheduled for _____ at _____p.m. At this time, we will review the student reports and go over what the results mean. We also have prepared a brief explanation of the results that you will receive with your student's report. If you have further questions after reading the report, you can call the school's (district's) test information hotline at _____ or contact your child's teacher or counselor.

The entire staff at _____ school invites you to attend any of the activities scheduled to help you better understand the STAR 2003 results. We look forward to your participation as we begin using these test results to help improve achievement for all students.



Grades 6–8

Sample Principal's Letter and Explanation for STAR Performance Report (California Standards Tests with CAT/6)

Dear Parents or Guardians:

Enclosed is a report and an explanation of your student's test results for California's Standardized Testing and Reporting (STAR) Program, given in spring 2003. This is the sixth year for the STAR Program. This important program includes two testing components that are given in English: the California Standards Tests and the California Achievement Tests, Sixth Edition Survey (CAT/6). Students in grades 6 through 8 took the STAR tests in reading, writing, spelling, and mathematics. Students in grade 7 also wrote an essay, and students in grade 8 took a history-social science test.

The STAR 2003 results require more explanation than is on this report; therefore, our school staff has scheduled a parent/guardian information night on _____ at _____, beginning at _____ p.m. Attached are answers to questions parents/guardians often ask about the STAR tests. For further information about the report, you may call the school's (district's) test information hotline at _____.

The entire staff at _____ school welcomes your questions and comments about your student's education. We look forward to sharing a more complete picture of your student's academic achievement.

Sincerely,
Principal



About Your Student's STAR Performance Report—Grade 7

The Standardized Testing and Reporting (STAR) Performance Report explains results of the state's academic achievement tests that students in grades 2 through 11 took last spring. The report is divided into two parts. The first part shows how well each student performed on the California Standards Tests for the subject area and grade level tested. The second part shows how well each student scored on the California Achievement Tests, Sixth Edition (CAT/6) compared with scores of children across the country. A brief explanation of the STAR Performance Report follows.

Student Information

General information, such as the student's name and birth date, the date of testing, the school and district in which the test was taken, and the name of the student's teacher, is printed at the top of the report.

Academic Standards: California Standards Test—Grade 7

This section reports results of the California Standards Tests in English-language arts and mathematics. Grade 8 reports also include history-social science. These results show how well students are meeting state academic content standards for each subject area tested. The overall results for each subject include the scaled score and the performance level achieved. The specific results include total questions and the percent correct for specific components of the state standards that are addressed on each test.

Scaled Score: A numerical score that shows whether one score is above or below another and how close the scores are to each other. Scaled scores for the test range between 150 and 600

Performance Level: One of five performance levels a student can achieve that reflects how well he/she is achieving on California's Academic Content Standards as measured by this test.

Total Questions/Percent Correct: The total number of questions asked and percent answered correctly for specific components of the standards addressed.

Writing Applications (for grade 7): A separate score that students receive for the written essay that is required in grade 7. This score is combined with scores for multiple-choice questions for writing to become part of the overall score for English-language arts. Scores range from 2 to 8. Each student's writing test is scored by two independent readers. Each reader assigns a score from 1 (low) to 4 (high). The two scores are added together to get the student's writing score of 2 (low) to 8 (high).



National Comparison: CAT/6 Survey Edition – Grade 7

Student scores are listed for each subject area tested with the CAT/6. Scores are reported for reading, language, mathematics, and spelling. The columns next to the listing of tests give the total questions, the percent correct, and the student's percentile rank. An additional column labeled "M" shows if a student with an Individualized Education Program (IEP) or 504 Plan was tested with modifications. Modifications include having the reading, language, or spelling tests read aloud, using a dictionary, or using a calculator on the math test. If a modification is indicated, the percentile rank should be interpreted cautiously.

Total Questions: The number of questions on each test.

Percent Correct: The number of questions the student answered correctly divided by the total number of questions.

Student's Percentile Rank: This score compares the student's results with scores for a national sample of students tested in the same grade at the same time of the school year. The percentile ranks range from 1 to 99. A student percentile rank of 50 means that the student scored as well as or better than 50 percent of the students in the national sample. The percentile rank is not the percentage of correct answers. The average score is 50, and an average grade-level range is 40 to 60.

California Reading List Number: The California Reading List Number printed near the bottom on the left side of page 2 of this report directs students, parents/guardians, and teachers to a list of state-recommended books that are at a student's reading level based on the student's CAT/6 reading score. The reading list is available at <http://star.cde.ca.gov> on the Internet.

State Academic Content Standards

Pages 3 and 4 of the report provide an overview of the state-adopted academic content standards for the subject areas tested. The content standards describe what California children are expected to know and be able to do in English-language arts, mathematics, history-social science, and science at specific grades.



Sample Page 1 of Performance Report – Grade 7



Standardized Testing and Reporting (STAR) Performance Report

This is a report to explain your child's academic performance on state tests he or she took this past spring. It is divided into two parts.

The first part, which begins below, tells you how your child performed in meeting California's Academic Content Standards. These standards make clear what all students are required to learn at each grade level or in each high school course. An explanation of these requirements begins on page 3 of this report.

The second part, which is near the bottom of page 2, tells you how your child's test results compare to those of other students tested in the same grade across the United States.

The two sections combined should help you understand how your child is doing in school. You can get additional information about these test results from your child's teacher. Information about these test results and standards is also available on the Internet at <http://star.cde.ca.gov>.

Report for **Elizabeth A Harrison**

Grade: 7 Test Date: Spring 2003
Student No. 000 DOB: 3/15/91
Teacher: Williams (000012531)
School: Johnson Middle Sch (0009544)
District: Langeberg Unified (3456789)

Parents of:

Elizabeth A Harrison
2446 King Dr.
Los Angeles, California 90210

Academic Standards: California Standards Test – Grade 7

This report indicates your child's performance on test questions that reflect California's standards of what a student should know and be able to do at each grade level. There are separate standards for English-language arts, mathematics, history-social science, and science. In grades 2–8, students are tested in English-language arts and mathematics only.

The *overall results* show your child's overall score for each subject and whether he or she is exceeding, meeting, or falling below the standards. The *specific results* show how your child performed on specific components of the standards.

English-Language Arts

Overall Results				State Targets for All Students	
Scaled Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced
353				◆	
Your child's performance level is based on his or her overall score. In English-language arts, scores are:					
• Far Below Basic: 150-262 • Proficient: 350-400					
• Below Basic: 263-299 • Advanced: 401-600					
• Basic: 300-349					

Specific Results		
English-Language Arts Clusters	Total Questions	Percent Correct
Reading	42	67
Word Analysis and Vocabulary Development	11	64
Reading Comprehension	18	67
Literary Response and Analysis	13	69
Writing	41	61
Written Conventions	16	75
Writing Strategies	17	41
Writing Applications	1 (8 points)	6

Writing Applications

The fourth- and seventh-grade California English-Language Arts Standards Tests each have two parts. One part is a writing test that requires students to write an essay or story on a specific topic. The second part includes only multiple-choice questions. The writing test is based on California's writing application standards, and the type of writing may change from year to year. Fourth and seventh graders might be asked to write a narrative (story), to read and summarize information, or to read and analyze a short story. Seventh graders might also be asked to write a persuasive letter or essay. Students taking the seventh-grade test are expected to include more details in their writing and to use more complex sentences and vocabulary than students taking the fourth-grade test.

Each student's essay is scored by two readers. Each reader uses a scoring guide to assign the essay a score of 1 (low) to 4 (high). The scores of the two readers are added together to produce a Writing Application Standards score of 2-8 points. This score is reported under the Specific Results section above and is added to the student's multiple-choice score to produce the overall English-language arts score.

Sometimes a writing test cannot be scored. In these cases, a code appears in place of the writing score. The codes are **C** – the student copied the task instead of completing it, **I** – the student's writing was illegible, **L** – the student wrote in a language other than English, **T** – the student wrote an essay on something other than the assigned topic, **B** – the student submitted a blank paper, **R** – the student refused to write, **W** – the student wrote on a prompt from an earlier testing period. If your child's Writing Applications score is one of these codes, his/her overall English-language arts score is based on only the multiple-choice portion of the test.

**Sample Page 2 of Performance Report – Grade 7****California Standards Test – Grade 7, continued**

Report for Elizabeth A Harrison

Mathematics

Overall Results					
Scaled Score				State Targets for All Students	
	Far Below Basic	Below Basic	Basic	Proficient	Advanced
356				◆	
Your child's performance level is based on his or her overall score. In Mathematics, scores are:					
<ul style="list-style-type: none"> • Far Below Basic: 150-256 • Below Basic: 257-299 • Basic: 300-349 • Proficient 350-413 • Advanced: 414-600 					

Specific Results		
Mathematics Clusters	Total Questions	Percent Correct
Rational Numbers	15	73
Exponents, Powers, and Roots	7	71
Quant. Relationships and Evaluating Expressions	10	50
Multistep Problems, Graphing, and Functions	15	73
Measurement and Geometry	13	62
Statistics, Data Analysis, and Probability	5	40

National Comparison: CAT/6 Survey Edition – Grade 7

This part of the report compares your child's performance with that of a national sample of students throughout the United States who were tested in the same grade at the same time of the school year. Your child's score is reported as a percentile. The higher the score, the better your child's ranking on the test. For example, a student who scores at the 40th percentile performed as well or better than 40 percent of the students in the national sample – but not as well as 60 percent of the students in the national sample. A score between the 40th and 60th percentiles is considered an average score. The table below displays your child's scores for each area tested, including the number of questions on the test, the percent of questions your child answered correctly, and his or her national percentile rank.

Subtest	M	Total Questions	Percent Correct	Student's Percentile Rank					
				Below Average	Average			Above Average	
				1	10	30	50	70	90 99
Reading		33	76%						
Language		27	70%						
Mathematics		32	78%						
Spelling		20	65%						

California Reading List Number		10	Use this number with your child's grade level to get a list of books that your child should be able to read independently. There is a range of reading list numbers at each grade level. The levels range from 01 (easiest) to 13+ (most difficult). Not all levels are available at every grade. For a copy of the reading list, go to http://star.cde.ca.gov on the Internet and click on California Reading List.
Your child's reading list number is			

M = Test Taken With Modifications

Explanation for Abbreviations When No Score is Reported

NT	Student did not take this test.
INC	Student's test was incomplete with not enough questions answered to produce a score.
UT	Student took California math or science standards test, but did not code the test name. The test was not scored.
PGE	Student was not tested by parent request
ABS	Student was absent for the entire testing window and was not tested.
CAP	Student with a disability took the California Alternate Performance Assessment instead of this test.



Sample Page 3 of Performance Report – Grade 7



Standardized Testing and Reporting (STAR) Performance Report

California's Academic Standards

California's academic standards, adopted in 1997, describe what all students must know before they graduate and in each grade along the way. These standards were adopted by the State Board of Education after listening to parents and taxpayers. The California standards have been praised widely for being clear, rigorous, and reasonable. Students who meet these expectations will be well prepared for higher education or the workplace.

The more you know about the standards, the better you will understand your child's scores – and the more you can help him or her learn. An overview of the standards follows. The complete standards are available at www.cde.ca.gov/standards on the Internet.

English-Language Arts

By the time they graduate, California students must read and write well; speak persuasively and listen carefully; and understand the mechanics of language, such as grammar, spelling, and punctuation. To get there, students need to build their understanding and skills year by year.

For example, students of all ages should read on their own (in addition to their regular school reading), increasing the amount they read each year.

- By grade four, students should read one-half million words a year on their own. That is at least one grade-appropriate, 50- to 70-page book (or an equal amount of newspaper, magazine, or other reading) every week.
- By grade eight, students should read one million words a year on their own. That is at least one grade-appropriate, 80- to 100-page book (or an equal amount of newspaper, magazine, or other reading) every week.
- By grade 12, students should read two million words a year on their own. That is at least two grade-appropriate, 80- to 100-page books (or an equal amount of newspaper, magazine, or other reading) every week.

For lists of books and other materials children should read at each grade level, parents, teachers, and students can access the California Reading List at <http://star.cde.ca.gov>. This is not an exhaustive list. Rather, it shows the quality and complexity of material students should read, including both fiction and nonfiction books, plays and poetry.

What follows are examples of what students are expected to learn and accomplish at various grade levels.

In Kindergarten, students learn about letters, words, and sounds and apply this knowledge to begin reading simple sentences. They build comprehension skills by identifying the basic facts of stories.

Mathematics

By the time students graduate, they should understand mathematical concepts, be able to apply computational and procedural skills, and solve problems using mathematical logic and reasoning. The standards call for the skills and concepts of mathematics to be presented from kindergarten through high school, and by 2004 all students will need to complete a year of algebra to graduate from high school. Students are expected to develop a solid understanding of:

- **Number sense:** This includes numbers and operations, and the ability to apply useful strategies to solve problems using addition, subtraction, multiplication, and division, without the use of calculators.
- **Algebra and functions:** This includes using symbols to

understand patterns, solving problems involving functional relationships, and making generalizations.

In First Grade, students increase their understanding of the sounds that letters represent; read a variety of "sight" words, such as have, said, and come; and read aloud and silently with increasing fluency. They ask and answer *who, what, when, where, why and how* questions. They talk and write about books and discuss and write about their experiences.

In Fourth Grade, students have become readers. They read and understand a variety of material (children's literature, magazines, and other materials) appropriate to their grade. They write clear paragraphs for a range of audiences, and they spell correctly. They follow multistep directions, such as how to use computer commands, and write detailed compositions.

In Eighth Grade, students read and understand both literature and informational materials. They analyze a work of literature and show how it reflects the author's background and beliefs. They analyze plot and character and identify recurring themes, such as bravery or loyalty, across books. They more effectively organize and research their writing. They write various types of 500- to 700-word essays, such as biographies, research reports and persuasive essays. They give a range of oral presentations, including research reports and persuasive arguments, matching their tone to the audience.

In Eleventh and Twelfth Grades, students read, analyze and contrast a range of American and other literature and relate works to the eras in which they were produced. They understand and debate an author's arguments and critique the power, validity, and truthfulness of written arguments. They write 1,500-word essays, including fictional stories, analyses of literature and resumes. They deliver persuasive speeches and oral reports and critique those of others. They understand the strategies others use when they communicate, recognizing for example, the media's impact on how decisions are made in a democracy.

understand patterns, solving problems involving functional relationships, and making generalizations.

- **Measurement and geometry:** This includes knowing and using the units of measurement to compute, for example, the area and perimeter of an object. Students also use geometric shapes to show relationships and solve problems.
- **Statistics, data analysis and probability:** This includes organizing and comparing data to make informed conclusions, conducting probability experiments and making predictions.
- **Mathematical reasoning:** This includes learning how to analyze problems, applying skills or strategies for finding solutions, and making generalizations.



Sample Page 4 of Performance Report – Grade 7

What follows are examples of what students are expected to learn and accomplish at various grade levels:

In Kindergarten, students count, compare and classify objects by attribute; identify and extend patterns by shape, size, or color; explore the concept of time using tools such as a clock or calendar; compare length, weight, and capacity of objects; and describe geometric shapes such as circle, triangle, square, rectangle, cube, sphere, and cone.

In First Grade, students can count, read, and write whole numbers to 100; solve addition and subtraction problems with one and two digit numbers; make reasonable estimates of objects or numbers; tell time to the nearest half hour; and use and interpret simple graphs and charts.

In Fourth Grade, students read and write numbers in the millions; understand place value of whole numbers and decimals;

solve problems using addition, subtraction, multiplication and division; and measure perimeter and area. They also collect, show, and analyze data to answer questions.

In Seventh Grade, students manipulate numbers and equations and understand the principles involved. They use basic theories of geometry, such as Pythagorean theorem, to compute the length of an unknown side.

They find the volume and surface area of three-dimensional objects, such as spheres and cones. Students also know and use fractions, decimals, and percents, and how to convert from one to another.

In Eighth through Twelfth Grades, students increase their understanding of algebra and geometry and may take more advanced mathematics including trigonometry, mathematical analysis, probability and statistics, and calculus. Students learn to distinguish between inductive and deductive reasoning; construct formal, logical arguments; test general assertions; and identify logical errors in chains of reasoning.

History-Social Science

The standards for history-social science combine intellectual skills and subject content standards. The intellectual skills outline how students' reasoning and research skills should develop throughout grades K-12. For example, students in grades K-5 should be able to put key events in a chronological sequence; students in grades 6-8 should be able to explain how major events are related to one another in time; and students in grades 9-12 should be able to compare the present with the past and evaluate the effects of past events.

The subject content standards outline the area of study for each grade. Students begin with understanding their immediate surroundings (their classroom and neighborhoods), and their study grows to include California, the United States, and the world. What follows are examples of what students are expected to learn and accomplish at various grade levels.

In Kindergarten through Third Grade, students are introduced to relationships, including how one event is connected to another and how geography affects events. They learn about historical figures, individual responsibility, and the rules that govern society,

the varied backgrounds of American citizens and the basics of economics and local and national government.

In Fourth Grade, students learn the history, geography, and government of California, including the Native American, Spanish-Mexican, Gold Rush, and modern periods.

In Fifth through Eighth Grades, students study U.S. history and geography to the end of the 1800s and world history and geography from ancient civilizations through the 1700s.

In Tenth and Eleventh Grades, students study the development of the modern world, focusing on the United States in the 20th century and world history for the late 18th century to the present. This includes the causes and effects of the two world wars.

In Twelfth Grade, students pursue a deeper understanding of American government, including the relationships among local, state, federal, and other governments. They also study economic concepts, and operations and systems.

Science

Students are expected to graduate from high school with a broad body of scientific knowledge and a solid understanding of the scientific method.

Students in first through fifth grades study physical science, life science, and earth science, applying investigation and experimentation skills. In grades six through eight, students focus on one discipline (earth science in sixth grade, life science in seventh grade, physical science in eighth grade) and continue to build their skills in scientific investigation. In grades nine through twelve, students take more advanced science courses, including physics, biology/life science, earth science, chemistry, and integrated science. What follows are examples of what students are expected to learn and accomplish at various grade levels.

In Kindergarten, students identify major structures of common plants and animals (for example, stems, leaves, arms, wings) as well as characteristics of mountains, rivers, oceans, and deserts. They perform investigations such as sorting objects by one physical attribute.

In First Grade, students infer what animals eat from the shapes of their teeth and learn how to use simple tools, such as thermometers and weather vanes, to measure the weather conditions. They make

new observations when two descriptions of the same object don't agree.

In Fourth Grade, students design and build simple circuits by using wires, batteries, and bulbs. They learn that many plants depend on animals for pollination and seed dispersal and that animals depend on plants for food and shelter. They make and explain predictions based on cause and effect relationships.

In Seventh Grade, students learn that all living organisms are composed of cells, which have genetic instructions that specify their traits. They compare joints such as the wrist's hinge joint and the shoulder's ball and socket joint to structures used in machines. They communicate the logical connections among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn.

In High School, students learn more advanced sciences, such as earth science, biology/life science, physics, and chemistry. Their investigation and experimentation skills are expected to expand so that by the time they graduate, they can select appropriate tools and technology to perform tests; collect and analyze data; solve scientific problems using advanced math, such as simple trigonometric and logarithmic functions; and investigate science-based societal issues, such as animal cloning or land and water use decisions, by researching literature, analyzing data and communicating findings.



Grades 9–11

Sample School/Home Newsletter Insert

This spring, students at _____ school once again participated in California's Standardized Testing and Reporting (STAR) Program. Students in grades 9 through 11 took STAR tests in reading, writing, mathematics, and science. Students in grades 10 and 11 also took tests in history-social science.

This is the sixth year for the STAR Program. This important program includes four testing components:

- California Standards Tests (CSTs)
- California Achievement Tests, Sixth Edition Survey (CAT/6)
- California Alternate Performance Assessment (CAPA)
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

All students took the CSTs and the CAT/6 in English. Students with significant cognitive disabilities that prevented them from taking the CSTs and CAT/6 were administered the CAPA. In addition, the SABE/2 was given to Spanish-speaking English learners who had been enrolled in California public schools less than 12 months.

Questions on the CSTs for grades 9 through 11 match state-adopted academic content standards for reading, writing, mathematics, science, and history-social science. The purpose of these tests is to see if students are learning what is to be taught in California's classrooms. The purpose of the CAT/6 is to provide student results that can be compared to those of a national sample of students.

In grades 9 through 11, questions for the CSTs in reading, writing, and history-social science were tied to what students should know and be able to do at specific grade levels. Ninth graders, who were not yet taking algebra I or who were in the first year of a two-year algebra I course, were given the General Mathematics Standards Test. This test assesses the academic mathematics content standards for grades 6 and 7 and was designed to test pre-algebra skills. Students who had completed algebra II or 3rd year integrated mathematics or an equivalent or higher mathematics course before testing began were given the High School Summative Mathematics Standards Test. Students in grades 10 or 11 who were not enrolled in or had not completed one of the specified math courses were not given a mathematics standards test.

California Science Standards Tests also were tied to the science courses in which students were enrolled or had completed during the school year. Science courses for which there are standards tests include earth science, biology, chemistry, physics, and integrated/coordinated science. Students in grades 9, 10, and 11 who were not enrolled in or did not complete one of the specified courses did not take a science standards test.



Students eligible for the STAR alternate assessment as determined by his/her Individualized Education Program (IEP) may have taken the California Alternate Performance Assessment (CAPA) rather than the CSTs and the CAT/6. The CAPA was administered individually by a certificated or licensed school staff member, who was the student's teacher in most cases. Students were asked to respond to an item or perform a task aligned with a subset of state-adopted English-language arts and mathematics academic content standards that reflect important life skills. If your child was assessed with the CAPA, you will receive a report with his/her CAPA results.

STAR Performance Reports with each student's test results will be mailed home within 20 days after they arrive at the school district. Reports of results for the CSTs and the CAT/6 are separate from the report of results for the CAPA and the SABE/2. STAR Performance Reports also include a California Reading List Number that is tied to each student's reading score on the CAT/6. The purpose of this part of the report is to help parents/guardians and students obtain a list of books appropriate for the student's grade and reading level. The California Reading List can be found at <http://star.cde.ca.gov> on the Internet. Read the introductory material and follow the directions to print your student's book list.

School, district, county, or state results are not included with the student reports sent home. These scores will be available on the Internet at <http://star.cde.ca.gov> on August 15, 2003. Only school, district, county, and state results will be available on the Internet. Individual student results are confidential and will be shared only with each student's parents/guardians and teachers. Individual student results are available only at the school and in the district where the student was tested.

If you are comparing your child's 2002 scores with the 2003 scores, you should make no direct comparisons between results of the Stanford 9, which was given prior to 2003, and CAT/6 results. The CAT/6 was developed by a different test publisher more than six years later than the Stanford 9; therefore, the test has a different structure, content emphasis, and difficulty level than the Stanford 9. Your child's school will receive information in the fall about appropriate ways to compare scores for the two tests. If you are comparing scores for the CSTs, you should expect that your child's performance level for each content area generally would remain the same or improve. If your child's performance level declined from one grade to the next, you should schedule a teacher conference to determine if your child needs additional help to achieve specific academic content standards.

The school staff has planned several activities to help parents/guardians understand the reports. A parent/guardian information night is scheduled for _____ at _____ p.m. A brief explanation of the test results will be mailed with the student reports. Parents/guardians also can call the school's (district's) test information hotline at _____.



Grades 9–11

Sample Principal's Letter before Reports Are Distributed

Dear Parents/Guardians:

Your student, along with other public school students throughout California, participated in California's Standardized Testing and Reporting (STAR) Program this spring. Students in grades 9 through 11 took STAR tests in reading, writing, mathematics, and science. Students in grades 10 and 11 also took tests in history-social science.

This is the sixth year for the STAR Program. This important program includes four testing components:

- California Standards Tests (CSTs)
- California Achievement Tests, Sixth Edition Survey (CAT/6)
- California Alternate Performance Assessment (CAPA)
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

All students took the CSTs and the CAT/6 in English. Students with significant cognitive disabilities that prevented them from taking the CSTs and CAT/6 were administered the CAPA. In addition, the SABE/2 was given to Spanish-speaking English learners who had been enrolled in California public schools less than 12 months.

Questions on the CSTs for grades 9 through 11 match state-adopted academic content standards for reading, writing, mathematics, science, and history-social science. The purpose of these tests is to see if students are learning what is to be taught in California's classrooms. The purpose of the CAT/6 is to provide student results that can be compared to those of a national sample of students.

In grades 9 through 11, questions for the CSTs in reading, writing, and history-social science were tied to what students should know and be able to do at specific grade levels. With two exceptions, the California Mathematics Standards Tests in grades 9 through 11 were tied to the specific math course in which students were enrolled. Mathematics standards tests were offered for algebra I, geometry, algebra II, and 1st, 2nd, and 3rd year integrated mathematics. The High School Summative Mathematics Standards Test was given to students who had completed algebra II or 3rd year integrated mathematics or an equivalent or higher mathematics course before testing began. Ninth graders, not enrolled in one of the specified math courses or who were enrolled in the first year of a two-year algebra I course, were given the General Mathematics Standards Test. This test assesses the academic mathematics content standards for grades 6 and 7 and was designed to test pre-algebra skills.



California Science Standards Tests were tied to the science courses in which students were enrolled or had completed during the school year. Science courses for which there were standards tests included: earth science, biology, chemistry, physics, and integrated/coordinated science. Students in grades 9, 10, and 11 who were not enrolled in or did not complete one of the specified courses did not take a Science Standards Test.

Students eligible for the STAR alternate assessment as determined by his/her Individualized Education Program (IEP) may have taken the California Alternate Performance Assessment (CAPA) rather than the CSTs and the CAT/6. The CAPA was administered individually by a certificated or licensed school staff member, who was the student's teacher in most cases. Students were asked to respond to an item or perform a task aligned with a subset of state-adopted English-language arts and mathematics academic content standards that reflect important life skills. If your child was assessed with the CAPA, you will receive a report with his/her CAPA results.

STAR Performance Reports with each student's test results will be mailed home within 20 days after they arrive at the school district. Reports of results for the CSTs and the CAT/6 are separate from the report of results for the CAPA and the SABE/2. STAR Performance Reports also include a California Reading List Number that is tied to each student's reading score on the CAT/6. The purpose of this part of the report is to help parents/guardians and students obtain a list of books appropriate for the student's grade and reading level. The California Reading Lists can be found at <http://star.cde.ca.gov> on the Internet. Read the introductory material and follow the directions to print your student's book list.

The 2003 STAR Performance Report you will receive emphasizes your child's performance on the California Standards Test. Pages 3 and 4 of the report provide an overview of California's Academic Content Standards for English-language arts, mathematics, history-social science, and science. The information provided describes what all California students are expected to know in these content areas at specific grade levels.

If you are comparing your child's 2002 scores with the 2003 scores, you should make no direct comparisons between results of the Stanford 9, which was given prior to 2003, and CAT/6 results. The CAT/6 was developed by a different test publisher more than six years later than the Stanford 9; therefore, the test has a different structure, content emphasis, and difficulty level than the Stanford 9. Your child's school will receive information in the fall about appropriate ways to compare scores for the two tests. If you are comparing scores for the CSTs, you should expect that your child's performance level for each content area generally would remain the same or improve. If your child's performance level declined from one grade to the next, you should schedule a teacher conference to determine if your child needs additional help to achieve specific academic content standards.

School, district, county, or state results are not included with the student reports sent to



your home. These scores will be available on the Internet at [<http://star.cde.ca.gov>](http://star.cde.ca.gov) on August 15, 2003. Only school, district, county, and state results will be available on the Internet. Individual student results are confidential and will be shared only with each student's parents/guardians and teachers. Individual student results are available only at the school and in the district where the student was tested.

The STAR test results may require some explanation; therefore, our school staff has planned several activities to help interpret the reports. First, a parent/guardian information night at _____ school is scheduled for _____ at _____ p.m. At this time, we will review the student reports and go over what the results mean. We also have prepared a brief explanation of the results that you will receive with your student's report. If you have further questions after reading the report, you can call the school's (district's) test information hotline at _____.

The entire staff at _____ school invites you to attend any of the activities, scheduled to help you better understand the STAR 2003 results. We look forward to your participation as we begin using these test results to help improve achievement for all students.



Grades 9–11

Sample Principal's Letter and Explanation for STAR Performance Report (California Standards Tests with CAT/6)

Dear Parents/Guardians:

Enclosed is a report and an explanation of your student's test results for California's Standardized Testing and Reporting (STAR) Program, given in spring 2003. This is the sixth year for the STAR Program. This important program includes two testing components that are given in English: the California Standards Tests (CSTs) and the California Achievement Tests, Sixth Edition Survey (CAT/6). Students in grades 9 through 11 took tests in reading, writing, mathematics, history-social science, and science.

The STAR 2003 results require more explanation than is on this report; therefore, our school staff has scheduled a parent/guardian information night on _____ at _____, beginning at _____ p.m. Attached are answers to questions parents/guardians often ask about the STAR tests. For further information about the report, you may call the school's (district's) test information hotline at _____.

The entire staff at _____ school welcomes your questions and comments about your student's education. We look forward to sharing a more complete picture of your student's academic achievement.

Sincerely,
Principal



About Your Student's STAR Performance Report—Grade 10

The Standardized Testing and Reporting (STAR) Performance Report explains results of the state's academic achievement tests that students in grades 2 through 11 took last spring. The report is divided into two parts. The first part shows how well each student performed on the California Standards Tests (CSTs) for the subject area and grade level tested. The second part shows how well each student scored on the California Achievement Tests, Sixth Edition Survey (CAT/6) compared with scores of children across the country. A brief explanation of the STAR Performance Report follows.

Student Information

General information, such as the student's name and birth date, the date of testing, the school and district in which the test was taken, and the name of the student's teacher, is printed at the top of the report.

Academic Standards: California Standards Test—Grade 10

This section reports results of the CSTs in English-language arts, mathematics, history-social science, and science. These results show how well students are meeting state academic content standards for each subject area tested. The CSTs in English-language arts and history-social science are specific to the grade levels tested. The CSTs in Mathematics and Science are specific to the standards-based courses in which students are enrolled. The overall results for each subject include the scaled score and the performance level achieved. The specific results include total questions and the percent correct for specific components of the state standards that are addressed on each test.

Scaled Score: A numerical score that shows whether one score is above or below another and how close the scores are to each other. Scaled scores for the tests range between 150 and 600.

Performance Level: One of five performance levels a student can achieve that reflects how well he/she is achieving on California's Academic Content Standards as measured by this test.

Total Questions/Percent Correct: The total number of questions asked and percent answered correctly for specific components of the standards addressed.



National Comparison: CAT/6 Survey Edition – Grade 10

Student scores are listed for each subject area tested with the CAT/6. Scores are reported for reading, language, mathematics, and science. The columns next to the listing of tests give the total questions, the percent correct, and the student's percentile rank. An additional column labeled "M" shows if a student with an Individualized Education Program (IEP) or 504 Plan was tested with modifications. Modifications include having the reading or language tests read aloud, using a dictionary, or using a calculator on a math or science test. If a modification is indicated, the percentile rank should be interpreted cautiously.

Total Questions: The number of questions on each test.

Percent Correct: The number of questions the student answered correctly divided by the total number of questions.

Student's Percentile Rank: This score compares the student's results with scores for a national sample of students tested in the same grade at the same time of the school year. The percentile ranks range from 1 to 99. A student percentile rank of 50 means that the student scored as well as or better than 50 percent of the students in the national sample. The percentile rank is not the percentage of correct answers. The average score is 50, and an average grade-level range is 40 to 60.

California Reading List Number: The California Reading List Number printed near the bottom on the left side of page 2 of this report directs students, parents/guardians, and teachers to a list of state-recommended books that are at a student's reading level based on the student's CAT/6 reading score. The reading list is available at <http://star.cde.ca.gov> on the Internet.

State Academic Content Standards

Pages 3 and 4 of the report provide an overview of the state-adopted academic content standards for the subject areas tested. The content standards describe what California children are expected to know and be able to do in English-language arts, mathematics, history-social science, and science at specific grades.



Sample Page 1 of Performance Report – Grade 10



Standardized Testing and Reporting (STAR) Performance Report

This is a report to explain your child's academic performance on state tests he or she took this past spring. It is divided into two parts.

The first part, which begins below, tells you how your child performed in meeting California's Academic Content Standards. These standards make clear what all students are required to learn at each grade level or in each high school course. An explanation of these requirements begins on page 3 of this report.

The second part, which is near the bottom of page 2, tells you how your child's test results compare to those of other students tested in the same grade across the United States.

The two sections combined should help you understand how your child is doing in school. You can get additional information about these test results from your child's teacher. Information about these test results and standards is also available on the Internet at <http://star.cde.ca.gov>.

Report for **Bianca H Mata**

Grade: 10 Test Date: Spring 2003
Student No. 000 DOB: 2/12/87
Teacher: Michaelson (0000789012)
School: Johnson High Sch (0000006)
District: Langeberg Unified (3456789)

Parents of:

Bianca H Mata
3516 Henderson Pass
Los Angeles, California 90210

Academic Standards: California Standards Test – Grade 10

This report indicates your child's performance on test questions that reflect California's standards of what a student should know and be able to do at each grade level. There are separate standards for English-language arts, mathematics, history-social science, and science. In grades 2–8, students are tested in English-language arts and mathematics only.

The *overall results* show your child's overall score for each subject and whether he or she is exceeding, meeting, or falling below the standards. The *specific results* show how your child performed on specific components of the standards.

English-Language Arts

Overall Results				State Targets for All Students	
Scaled Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced
354				◆	
Your child's performance level is based on his or her overall score. In English-language arts, scores are:					
• Far Below Basic: 150-262 • Proficient: 350-391					
• Below Basic: 263-299 • Advanced: 392-600					
• Basic: 300-349					

Specific Results		
English-Language Arts Clusters	Total Questions	Percent Correct
Reading	42	64
Word Analysis and Vocabulary Development	8	63
Reading Comprehension	18	61
Literary Response and Analysis	16	69
Writing	33	70
Written Conventions	13	46
Writing Strategies	20	85

Mathematics – Geometry

Overall Results				State Targets for All Students	
Scaled Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced
378				◆	
Your child's performance level is based on his or her overall score. In English-language arts, scores are:					
• Far Below Basic: 150-246 • Proficient: 350-417					
• Below Basic: 247-299 • Advanced: 418-600					
• Basic: 300-349					

Specific Results		
Geometry Clusters	Total Questions	Percent Correct
Logic and Geometric Proofs	23	70
Volume and Area Formulas	11	64
Angle Relationships, Constructions, and Lines	16	69
Trigonometry	15	73



Sample Page 2 of Performance Report – Grade 10

California Standards Test – Grade 10, continuedReport for **Bianca H Mata****History-Social Science Cumulative**

Overall Results					
Scaled Score				State Targets for All Students	
	Far Below Basic	Below Basic	Basic	Proficient	Advanced
363				◆	
Your child's performance level is based on his or her overall score. In Mathematics, scores are:					
• Far Below Basic: 150-274 • Proficient 350-399 • Below Basic: 275-299 • Advanced: 400-600 • Basic: 300-349					

Specific Results		
World History Clusters	Total Questions	Percent Correct
Development of Modern Political thought	13	85
Industrial Expansion and Imperialism	10	60
Causes and Effects of the First World War	14	50
Causes and Effects of the Second World War	13	54
International Developments in the Post-World War II Era	10	70

Sciences

Overall Results					
Scaled Score				State Targets for All Students	
	Far Below Basic	Below Basic	Basic	Proficient	Advanced
350				◆	
Your child's performance level is based on his or her overall score. In Mathematics, scores are:					
• Far Below Basic: 150-276 • Proficient 350-392 • Below Basic: 277-299 • Advanced: 393-600 • Basic: 300-349					

Specific Results		
Earth Science Clusters	Total Questions	Percent Correct
Investigation and Experimentation	6	100
Astronomy and Cosmology	12	83
Solid Earth	14	64
The Earth's Energy	28	43

National Comparison: CAT/6 Survey Edition – Grade 10

This part of the report compares your child's performance with that of a national sample of students throughout the United States who were tested in the same grade at the same time of the school year. Your child's score is reported as a percentile. The higher the score, the better your child's ranking on the test. For example, a student who scores at the 40th percentile performed as well or better than 40 percent of the students in the national sample – but not as well as 60 percent of the students in the national sample. A score between the 40th and 60th percentiles is considered an average score. The table below displays your child's scores for each area tested, including the number of questions on the test, the percent of questions your child answered correctly, and his or her national percentile rank.

Subtest	M	Total Questions	Percent Correct	Student's Percentile Rank						
				Below Average		Average			Above Average	
				1	10	30	50	70	90	99
Reading		34	85%	<div><div></div></div> 86						
Language		26	85%	<div><div></div></div> 83						
Mathematics		25	72%	<div><div></div></div> 76						
Science		25	68%	<div><div></div></div> 66						

California Reading List Number

Your child's reading list number is	12	Use this number with your child's grade level to get a list of books that your child should be able to read independently. There is a range of reading list numbers at each grade level. The levels range from 01 (easiest) to 13+ (most difficult). Not all levels are available at every grade. For a copy of the reading list, go to http://star.cde.ca.gov on the Internet and click on California Reading List.
-------------------------------------	-----------	---

*M = Test Taken With Modifications***Explanation for Abbreviations When No Score is Reported**

NT	Student did not take this test.
INC	Student's test was incomplete with not enough questions answered to produce a score.
UT	Student took California math or science standards test, but did not code the test name. The test was not scored.
PGE	Student was not tested by parent request
ABS	Student was absent for the entire testing window and was not tested.
CAP	Student with a disability took the California Alternate Performance Assessment instead of this test.



Sample Page 3 of Performance Report – Grade 10



Standardized Testing and Reporting (STAR) Performance Report

California's Academic Standards

California's academic standards, adopted in 1997, describe what all students must know before they graduate and in each grade along the way. These standards were adopted by the State Board of Education after listening to parents and taxpayers. The California standards have been praised widely for being clear, rigorous, and reasonable. Students who meet these expectations will be well prepared for higher education or the workplace.

The more you know about the standards, the better you will understand your child's scores – and the more you can help him or her learn. An overview of the standards follows. The complete standards are available at www.cde.ca.gov/standards on the Internet.

English-Language Arts

By the time they graduate, California students must read and write well; speak persuasively and listen carefully; and understand the mechanics of language, such as grammar, spelling, and punctuation. To get there, students need to build their understanding and skills year by year.

For example, students of all ages should read on their own (in addition to their regular school reading), increasing the amount they read each year.

- By grade four, students should read one-half million words a year on their own. That is at least one grade-appropriate, 50- to 70-page book (or an equal amount of newspaper, magazine, or other reading) every week.
- By grade eight, students should read one million words a year on their own. That is at least one grade-appropriate, 80- to 100-page book (or an equal amount of newspaper, magazine, or other reading) every week.
- By grade 12, students should read two million words a year on their own. That is at least two grade-appropriate, 80- to 100-page books (or an equal amount of newspaper, magazine, or other reading) every week.

For lists of books and other materials children should read at each grade level, parents, teachers, and students can access the California Reading List at <http://star.cde.ca.gov>. This is not an exhaustive list. Rather, it shows the quality and complexity of material students should read, including both fiction and nonfiction books, plays and poetry.

What follows are examples of what students are expected to learn and accomplish at various grade levels.

In Kindergarten, students learn about letters, words, and sounds and apply this knowledge to begin reading simple sentences. They build comprehension skills by identifying the basic facts of stories.

Mathematics

By the time students graduate, they should understand mathematical concepts, be able to apply computational and procedural skills, and solve problems using mathematical logic and reasoning. The standards call for the skills and concepts of mathematics to be presented from kindergarten through high school, and by 2004 all students will need to complete a year of algebra to graduate from high school. Students are expected to develop a solid understanding of:

- **Number sense:** This includes numbers and operations, and the ability to apply useful strategies to solve problems using addition, subtraction, multiplication, and division, without the use of calculators.
- **Algebra and functions:** This includes using symbols to

They begin writing short sentences and begin speaking in coherent sentences. They can retell familiar stories and predict what will happen in stories.

In First Grade, students increase their understanding of the sounds that letters represent; read a variety of "sight" words, such as have, said, and come; and read aloud and silently with increasing fluency. They ask and answer *who, what, when, where, why and how* questions. They talk and write about books and discuss and write about their experiences.

In Fourth Grade, students have become readers. They read and understand a variety of material (children's literature, magazines, and other materials) appropriate to their grade. They write clear paragraphs for a range of audiences, and they spell correctly. They follow multistep directions, such as how to use computer commands, and write detailed compositions.

In Eighth Grade, students read and understand both literature and informational materials. They analyze a work of literature and show how it reflects the author's background and beliefs. They analyze plot and character and identify recurring themes, such as bravery or loyalty, across books. They more effectively organize and research their writing. They write various types of 500- to 700-word essays, such as biographies, research reports and persuasive essays. They give a range of oral presentations, including research reports and persuasive arguments, matching their tone to the audience.

In Eleventh and Twelfth Grades, students read, analyze and contrast a range of American and other literature and relate works to the eras in which they were produced. They understand and debate an author's arguments and critique the power, validity, and truthfulness of written arguments. They write 1,500-word essays, including fictional stories, analyses of literature and resumes. They deliver persuasive speeches and oral reports and critique those of others. They understand the strategies others use when they communicate, recognizing for example, the media's impact on how decisions are made in a democracy.

understand patterns, solving problems involving functional relationships, and making generalizations.

- **Measurement and geometry:** This includes knowing and using the units of measurement to compute, for example, the area and perimeter of an object. Students also use geometric shapes to show relationships and solve problems.
- **Statistics, data analysis and probability:** This includes organizing and comparing data to make informed conclusions, conducting probability experiments and making predictions.
- **Mathematical reasoning:** This includes learning how to analyze problems, applying skills or strategies for finding solutions, and making generalizations.



Sample Page 4 of Performance Report – Grade 10

What follows are examples of what students are expected to learn and accomplish at various grade levels:

In Kindergarten, students count, compare and classify objects by attribute; identify and extend patterns by shape, size, or color; explore the concept of time using tools such as a clock or calendar; compare length, weight, and capacity of objects; and describe geometric shapes such as circle, triangle, square, rectangle, cube, sphere, and cone.

In First Grade, students can count, read, and write whole numbers to 100; solve addition and subtraction problems with one and two digit numbers; make reasonable estimates of objects or numbers; tell time to the nearest half hour; and use and interpret simple graphs and charts.

In Fourth Grade, students read and write numbers in the millions; understand place value of whole numbers and decimals;

solve problems using addition, subtraction, multiplication and division; and measure perimeter and area. They also collect, show, and analyze data to answer questions.

In Seventh Grade, students manipulate numbers and equations and understand the principles involved. They use basic theories of geometry, such as Pythagorean theorem, to compute the length of an unknown side.

They find the volume and surface area of three-dimensional objects, such as spheres and cones. Students also know and use fractions, decimals, and percents, and how to convert from one to another.

In Eighth through Twelfth Grades, students increase their understanding of algebra and geometry and may take more advanced mathematics including trigonometry, mathematical analysis, probability and statistics, and calculus. Students learn to distinguish between inductive and deductive reasoning; construct formal, logical arguments; test general assertions; and identify logical errors in chains of reasoning.

History-Social Science

The standards for history-social science combine intellectual skills and subject content standards. The intellectual skills outline how students' reasoning and research skills should develop throughout grades K-12. For example, students in grades K-5 should be able to put key events in a chronological sequence; students in grades 6-8 should be able to explain how major events are related to one another in time; and students in grades 9-12 should be able to compare the present with the past and evaluate the effects of past events.

The subject content standards outline the area of study for each grade. Students begin with understanding their immediate surroundings (their classroom and neighborhoods), and their study grows to include California, the United States, and the world. What follows are examples of what students are expected to learn and accomplish at various grade levels.

In Kindergarten through Third Grade, students are introduced to relationships, including how one event is connected to another and how geography affects events. They learn about historical figures, individual responsibility, and the rules that govern society,

the varied backgrounds of American citizens and the basics of economics and local and national government.

In Fourth Grade, students learn the history, geography, and government of California, including the Native American, Spanish-Mexican, Gold Rush, and modern periods.

In Fifth through Eighth Grades, students study U.S. history and geography to the end of the 1800s and world history and geography from ancient civilizations through the 1700s.

In Tenth and Eleventh Grades, students study the development of the modern world, focusing on the United States in the 20th century and world history for the late 18th century to the present. This includes the causes and effects of the two world wars.

In Twelfth Grade, students pursue a deeper understanding of American government, including the relationships among local, state, federal, and other governments. They also study economic concepts, and operations and systems.

Science

Students are expected to graduate from high school with a broad body of scientific knowledge and a solid understanding of the scientific method.

Students in first through fifth grades study physical science, life science, and earth science, applying investigation and experimentation skills. In grades six through eight, students focus on one discipline (earth science in sixth grade, life science in seventh grade, physical science in eighth grade) and continue to build their skills in scientific investigation. In grades nine through twelve, students take more advanced science courses, including physics, biology/life science, earth science, chemistry, and integrated science. What follows are examples of what students are expected to learn and accomplish at various grade levels.

In Kindergarten, students identify major structures of common plants and animals (for example, stems, leaves, arms, wings) as well as characteristics of mountains, rivers, oceans, and deserts. They perform investigations such as sorting objects by one physical attribute.

In First Grade, students infer what animals eat from the shapes of their teeth and learn how to use simple tools, such as thermometers and weather vanes, to measure the weather conditions. They make

new observations when two descriptions of the same object don't agree.

In Fourth Grade, students design and build simple circuits by using wires, batteries, and bulbs. They learn that many plants depend on animals for pollination and seed dispersal and that animals depend on plants for food and shelter. They make and explain predictions based on cause and effect relationships.

In Seventh Grade, students learn that all living organisms are composed of cells, which have genetic instructions that specify their traits. They compare joints such as the wrist's hinge joint and the shoulder's ball and socket joint to structures used in machines. They communicate the logical connections among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn.

In High School, students learn more advanced sciences, such as earth science, biology/life science, physics, and chemistry. Their investigation and experimentation skills are expected to expand so that by the time they graduate, they can select appropriate tools and technology to perform tests; collect and analyze data; solve scientific problems using advanced math, such as simple trigonometric and logarithmic functions; and investigate science-based societal issues, such as animal cloning or land and water use decisions, by researching literature, analyzing data and communicating findings.



Section IV

**Sample Principal's Letter and Explanation for CAPA Results
to Parents/Guardians**

Sample Pages of Reporting 2003 CAPA Results to Parents/Guardians



Sample Principal's Letter and Explanation for CAPA Results to Parents/Guardians

Dear Parents/Guardians:

Enclosed is a report of your child's results for the California Alternate Performance Assessment (CAPA), given for the first time in spring 2003 as part of California's Standardized Testing and Reporting (STAR) Program. The CAPA extends the opportunity for all students to participate in and benefit from the state assessment program. Students' eligibility for the STAR alternative assessment was determined by their Individualized Education Program (IEP) team. Students who took the CAPA were tested on a subset of the California Academic Content Standards in English-Language Arts and Mathematics that reflect important life skills.

The CAPA/STAR 2003 results require more explanation than is on this report; therefore, our school staff has scheduled a parent/guardian information night on _____ at _____, beginning at _____ p.m. Attached are questions parents/guardians often ask about the STAR tests. For further information about the report, you may call the school's (district's) test information hotline at _____.

Sincerely,

Principal



Sample Page 1 of CAPA Results to Parents/Guardians



Reporting 2003 Test Results



Results to Parents/Guardians

Last Spring, your child took the California Alternate Performance Assessment (CAPA). This new test has been designed with your child's needs in mind. The CAPA measures your child's understanding of a subset of the California content standards in English-language arts and mathematics that reflect important life skills. These results will be used by your child's school to ensure that your child is receiving the support he or she needs. While no single test can measure the wide range of our child's abilities, this report offers one source of information about what your child has learned.

This report below shows your child's performance level for each area and a scale score with a range from 15-60. To the right you will find your child's Assessed Level (I, II, III, IV, or V).

Additional information about these test results maybe obtained form your child's teacher. Information about the state, district and school level test results is available on the internet at <http://star.cde.ca.gov/>. Additional information about the subset of California standards measured by the CAPA is available through your child's teacher or on the internet at the following web address: www.cde.ca.gov/spbranch/sed/capa.

Parents of:

XXXX X. XXXX
XXXX XXXXX XX
XXXXXXXX, XX XXXXX

Report for:

XXXX X. XXXX

Student No.: XXXXXXXXX

DOB: XX/XX/XXXX

Grade: X Assessment Level: XX

Test Date: XX/XXXX

School of Service:

XXXXXXXXXXXX

District of Residence:

XXXXXXXXXXXX

Your child's results are listed below:

Content Areas	Child's CAPA Performance Level	Scale Score*
English Language Arts	XXXXXXXXXX	XX
Mathematics	XXXXXXXXXX	XX

* Scale scores range from 15-60.



Sample Page 2 of CAPA Results to Parents/Guardians

YOUR CHILD'S REPORT

CALIFORNIA ALTERNATE PERFORMANCE ASSESSMENT

Your child's individual report represents an assessment of skills aligned with a subset of the California content standards. A committee representing teachers, administrators, advocates and parents reviewed the California standards and determined the functional performance indicators to be assessed. The following information will assist you in understanding the test results printed on the front page.

Student Information

Identification information which includes your child's Date of Birth, Grade, Level of Testing and School of Service is provided in this section. The Level of Testing refers to the CAPA level that was administered to your child. The School of Service refers to the physical location of the school where the student receives the majority of instructional services.

The District of Residence is the school district that coincides with the child's home address. It is only shown if the School of Service is not within the District of Residence.

Assessed Students

Federal regulations mandate that all students be assessed and be a part of the state's accountability system. The Individualized Education Program (IEP) Team, using the criteria established by the state, made the determination that your child be included in the CAPA.

Content Areas

Assessed Content Areas include: English Language Arts and Mathematics. Each content area references state standards and formed the basis for the development of the CAPA. Your child also responded to questions about Health, which was piloted this year for possible inclusion in the CAPA. Only scores for English Language Arts and Mathematics are reported.

Fairness of Questions

Several groups of qualified individuals reviewed the task items to ensure that each was fair and non-offensive. The items were field-tested and statistically evaluated for racial, ethnic or gender bias. If a task was determined to be statistically unsound, it was removed from the test.

Task Items

Throughout the assessment, your child was read directions and asked to perform a variety of tasks. The examiner was allowed to use the student's preferred mode of communication and to make adaptations according to the individual student's IEP. Your child's response to a given task was observed and scored against a specific rubric for each task within each of the content areas assessed.

Content Area Scores

Your child's performance level reflects how well your child did within each Content Area. The Performance levels are listed below:

Advanced
Proficient
Basic
Below Basic
Far Below Basic

Your child's performance level is determined by the number of total points received on the assessment in each Content Area. A panel of teachers, administrators, parents, and community leaders representative of the state of California participated in a rigorous process to determine the number of points a student must score to be placed within a particular performance level

Questions regarding CAPA may be directed to your child's teacher and school, district or county STAR coordinator.



Section V

**Sample Principal's Letter and Explanation
for Home Report (SABE/2)**

Sample Home Report



Sample Principal's Letter and Explanation for Home Report (SABE/2)

Dear Parents or Guardians:

Enclosed is a report of your student's results for the Spanish Assessment of Basic Education, Second Edition (SABE/2), given in spring 2003. Your student took the SABE/2 test in Spanish as part of California's Standardized Testing and Reporting (STAR) Program. The SABE/2 test for students in grades 2 through 11 covered reading, language, math, and spelling.

As part of the STAR Program, your student also took the California Standards Tests and the California Achievement Tests, Sixth Edition Survey (CAT/6). The California Standards Tests and the CAT/6 were given to all students in English. A more detailed description about these tests will be included with your student's results on the STAR Performance Report.

Since your student is learning English, you may see differences between the scores reported on the STAR Performance Report and the SABE/2 Home Report. As your children learn more English, their scores on the California Standards Tests and the CAT/6 should improve.

Test results for the SABE/2 may require more explanation than is on this report; therefore, our school staff has scheduled a special parent/guardian information night on _____ at _____, beginning at _____ p.m. For further information about the report, you may call the school's (district's) test information hotline at _____.

The entire staff at _____ school welcomes your questions and comments about your student's education. We look forward to sharing a more complete picture of your student's academic achievement when school opens in the fall.

Sincerely,

Principal

Note: It may be helpful to have a special information meeting for parents/guardians of students who took the SABE/2. This would provide an opportunity for them to ask questions about their student's learning and to receive assistance in their primary language.



About Your SABE/2 Home Report

Student Information

General information such as the student's age, the date of testing, and the school and district in which the test was taken is listed in the upper left corner of the Home Report.

Overall Performance

This section of the report shows the overall performance of your student for total reading, total language, and total math. The total battery score is a combination of the three academic areas tested. The overall performance box includes the following information:

Percentile scores: The bar graphs show percentile scores for your student in the academic areas tested. The percentile score compares the student's results with student scores of native Spanish speakers at the same grade level nationwide. Percentile scores range from 1 to 99. A percentile score of 50 is average. The percentile score is not the percent of correct answers. No single number can exactly represent a student's level of achievement. If a student were to take a different form of the test within a short period of time, that score could vary from the first score.

Range of performance: The left side of the overall performance box shows if your student's score in each academic area tested fell in the below-average, average, or above-average range of performance.

Subtest Scores

Boxes located on the right side of the report show results for the subtests or categories for the major academic areas tested. Reading is divided into vocabulary and comprehension; Language into mechanics and expression; Math into computation and concepts and applications; and Other Content Areas into spelling and study skills. The number shown by each category listed is a percentile score.

Suggestions for Improving Student Achievement

The boxes on the right also give general suggestions for helping students improve their achievement. Your student's teacher can provide more specific suggestions.

Results for the 2003 SABE/2 test for the STAR Program provide one measure of your student's academic achievement. Parents/guardians are encouraged to contact the school for more complete information about individual student performance.



Sample Home Report

CTB MACMILLAN/MCGRAW-HILL											
INFORME PARA LOS PADRES											
José Ruiz GRADO: 3.7	MAESTRO/A: ANY TEACHER										
DESEMPEÑO ACADÉMICO											
ESTAS NOTAS EN PERCENTILES MUESTRAN EL PORCENTAJE DE ESTUDIANTES EN EL GRUPO MODELO CON UN PUNTAJE INFERIOR AL DE SU HIJO/HIJA											
<table border="1"><thead><tr><th>Área</th><th>Porcentaje</th></tr></thead><tbody><tr><td>LECTURA</td><td>84</td></tr><tr><td>LENGUAJE</td><td>82</td></tr><tr><td>MATEMÁTICAS</td><td>84</td></tr><tr><td>TODO EL EXAMEN</td><td>86</td></tr></tbody></table>		Área	Porcentaje	LECTURA	84	LENGUAJE	82	MATEMÁTICAS	84	TODO EL EXAMEN	86
Área	Porcentaje										
LECTURA	84										
LENGUAJE	82										
MATEMÁTICAS	84										
TODO EL EXAMEN	86										
LECTURA											
VOCABULARIO: COMPRESIÓN: PUNTOS FUERTES: SIGNIFICADO DE PALABRAS COMPUESTAS DETALLES DEL TEXTO FORMAS ESCRITAS SE RECOMIENDA MEJORAR EN: PALABRAS CON MÚLTIPLES SIGNIFICADOS CONTEXTO GENERALIZACIONES											
PERCENTILES DE REFERENCIA											
69 87											
LENGUAJE											
PERCENTILES DE REFERENCIA											
508											
MATEMÁTICAS											
PERCENTILES DE REFERENCIA											
OTRAS ÁREAS DE CONTENIDO											
PERCENTILES DE REFERENCIA											
CTBID: 88285M27540002-03-90215-000583											
COPYRIGHT © 1986 BY MCGRAW-HILL, INC. ALL RIGHTS RESERVED											